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ABSTRACT

This Seminole County (Florida) seventh grade social studies curriculum guide features curriculum frameworks for basic, average, and advanced social studies courses as well as minimum student performance standards and objectives. The contents include Florida Department of Education curriculum frameworks for geography; free enterprise and consumer education minimum objectives (assessed at grade 8); student performance standards of excellence for Florida schools in social studies (assessed at grade 8); comprehensive test of basic skills (social studies objectives); basic geography (curriculum); geography (curriculum); and advanced geography (curriculum). (DB)

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The Margaret K. Reynolds Building

Seventh Grade Social Studies Curriculum

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INTRODUCTION TO SEVENTH GRADE GEOGRAPHY CURRICULUM 1986

Notes to the teacher using this guide:

1. The State Department of Education Intended Outcome number 1 is infused throughout the entire curriculum.

2. The State Department of Education Intended Outcomes are correlated to the County Course Outline.

3. The Free Enterprise/Consumer Education Objectives, Standards of Excellence, and Comprehensive Test of Basic Skills Objectives are referenced to those units where they most logically apply. Teachers may find these standards useful and applicable in other units as well.

TABLE OF CONTENTS

Florida Department of Education -
Curriculum Frameworks (Basic, Average, Advanced)

Free Enterprise And Consumer Education
Minimum Objectives - Assessed at Grade 8

Student Performance Standards of Excellence
for Florida Schools in Social Studies -
Assessed at Grade 8

Comprehensive Test of Basic Skills -
Social Studies Objectives

Basic Geography

Geography

Advanced Geography

SEVENTH GRADE
CURRICULUM FRAMEWORKS

CURRICULUM FRAMEWORKS - GRADE 7
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: GEOGRAPHY

COURSE NUMBER 2103000 COURSE TITLE: GEOGRAPHY - BASIC

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to provide students an opportunity to acquire a fundamental understanding of the physical environment and political divisions of the world.

The content should include, but not be limited to, the study of world regions as they relate to topography, climate, political divisions, natural resources and interrelationships of people and their environment.

II. INTENDED OUTCOMES: After successfully completing this course, the student will be able to

1. Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography.
2. Identify the geographic features and political divisions of the major regions of the world.
3. Describe the climatic conditions of the major regions of the world.
4. Describe the relationship between the processes of nature and the various physical/environmental conditions on earth.
5. Understand the relationship of environment to the development of culture.
6. State the relationship between economic development and the utilization and conservation of natural resources.
7. Recognize global interdependence.
8. Explain how people impact their physical environment.
9. Identify geographic factors which influence major social, economic, and political situations in the world.
10. Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills.

CURRICULUM FRAMEWORKS - GRADE 7
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER: 2103010 COURSE TITLE: M/J GEOGRAPHY

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to provide students an opportunity to acquire an understanding of the physical environment and geographic regions of the world.

The content should include, but not be limited to, the study of world regions as they relate to topography, climate, political divisions, natural resources and interrelationships of people and their environment.

II. INTENDED OUTCOMES: After successfully completing this course, the student will be able to

1. Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography.
2. Locate and describe the geographic features and political divisions of the major regions of the world.
3. Categorize and explain the climatic conditions of the major regions of the world.
4. Understanding the relationship between the forces and processes of nature and the various physical/environmental conditions on the earth.
5. Understand the relationship of environment to the development of culture.
6. Explain the relationship between economic development and utilization and conservation of natural resources.
7. Explain global interdependence.
8. Explain how people impact their physical environment.
9. Explain geographic factors which influence major social, economic, and political situations in the world.
10. Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills.

CURRICULUM FRAMEWORKS - GRADE 7
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: GEOGRAPHY

COURSE NUMBER: 2103020 COURSE TITLE: GEOGRAPHY - ADVANCED

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to provide students an opportunity to acquire an in-depth and comprehensive understanding of the physical environment and political divisions of the world.

The content should include, but not be limited to, the study of world regions as they relate to topography, climate, political divisions, natural resources and interrelationships of people and their environments.

II. INTENDED OUTCOMES: After successfully completing this course, the student will be able to

1. Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography.
2. Compare the geographic features and political divisions of the major regions of the world.
3. Compare the climate conditions of the major regions of the world.
4. Interpret the relationship between the forces and processes of nature and the various physical/environmental conditions on earth.
5. Analyze the relationship of environment to the development of culture.
6. Analyze the relationship between economic development and the utilization and conservation of natural resources.
7. Analyze global interdependence.
8. Evaluate how people impact their physical environment.
9. Analyze the geographic factors which influence major social, economic, and political situations in the world.
10. Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

ASSESSED AT GRADE 8

FREE ENTERPRISE AND CONSUMER EDUCATION

GRADE EIGHT

TOPIC	OBJECTIVES - The student will:	
#A - FREE ENTERPRISE, BUSINESS ORGANIZATIONS, AND PRIVATE PROPERTY	2.	Identify private property as the basic foundation of a free enterprise system.
	6.	Describe some ways in which competition benefits the consumer.
#C - LABOR ORGANIZATIONS	10.	Define labor force as people employed or seeking employment.
#D - SCARCITY AND PRODUCTION	14.	Identify why scarcity requires choices.
	17.	Define production as the creation of goods or services.
	19.	Identify how substitutions can be used when a resource becomes more scarce.
	20.	Distinguish between a consumer good and a capital good.
	21.	Identify the factors of production as natural resources, labor, capital, and management.
	21.	Identify the factors of production as natural resources, labor, capital, and management.
#E - CAPITAL INVESTMENT, PROFIT MOTIVE, AND ECONOMIC GROWTH	24.	Define capital goods as tools, equipment, machinery and buildings that are used in the production of other goods and services.
	25.	Define profit as the reward for taking risk in business.
#F - SPECIALIZATION, TECHNOLOGY, EXHANGE AND INTERDEPENDENCE	30.	Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.
	31.	Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.
	32.	Define technology as the use of tools and/or knowledge to produce goods and services.

FREE ENTERPRISE AND CONSUMER EDUCATION

GRADE EIGHT

TOPIC	OBJECTIVES - The student will:
#G - SUPPLY AND DEMAND	34. Define demand as the amount of goods and services that buyers are willing to buy.
	35. Define marketplace as a setting where goods and services are bought, sold, or traded.
	36. Define supply as the amount of goods or services that sellers are willing to sell.
	37. Name some factors which may influence the supply of a good or service.
	38. Name some factors which may influence the demand for a good or service.
#H - PRICE, MARKET EQUILIBRIUM, AND INFLATION	43. Define price as the money value set for a good or service.
	45. Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.
	46. Recognize misleading and non-misleading advertising.
#K - SCARCITY AND CONSUMER DECISION-MAKING	50. Define consumption as the use of goods and services.
	53. Define impulse buying.
	54. Define planned buying.
#L - PERSONAL AND FAMILY INCOME AND BUDGETS	56. Define budget as a plan for the use of money, time and other resources.
#N - FINANCIAL INSTITUTIONS, CONSUMER CREDIT, AND INTEREST RATES	64. Compare saving with a financial institution to saving at home.
	65. Define interest as money paid for the use of money.
	66. List some advantages of using credit.
	67. List some disadvantages of using credit.

FREE ENTERPRISE AND CONSUMER EDUCATION

GRADE EIGHT

TOPIC	OBJECTIVES - The student will:
#Q - CONSUMERS EDUCATION, RIGHTS, AND RESPONSIBILITIES	74. Identify some benefits of consumer education to the consumer.
#S - INSURANCE	79. Define insurance as the purchase of protection against loss.
#T - GOVERNMENT FUNCTIONS (TAXATION, SPENDING, AND REGULATION)	83. Define government regulations as rules of conduct for consumers and producers.
	84. Identify kinds of taxes individuals may be required to pay.

STUDENT PERFORMANCE STANDARDS OF EXCELLENCE FOR FLORIDA SCHOOLS IN SOCIAL STUDIES

ASSESSED AT GRADE 8

SOCIAL STUDIES

Grade Level 8

STANDARDS	SKILLS - The student will:	
A. The student will use information acquisition and processing techniques as associated with History and the various Social Sciences.	1013.	Choose a topic for research, using an appropriate thesis statement.
	1014.	Properly document sources by using footnotes and compiling a bibliography.
	1015.	Synthesize information and ideas from conflicting sources.
	1016.	Identify bias and how it affects explanation of data.
	1017.	Select and defend a position or course of action consistent with established criteria.
	1018.	Develop a set of criteria for judging proposed courses of action in terms of actual and projected consequences.
B. The student will demonstrate that the past may be interpreted as a series of interrelated events.	1027	Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
	1028	Explain causes and consequences of specific historical events.
	1029	Demonstrate the concept of arbitrary periodization of history into appropriate time frames as it related to western and non-western societies.
	1030	Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.
	1031.	Explain the historical setting of current state, national and international problems.
C. The student will use maps, globes and other models to interpret spatial relationships.	1046.	Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences.
	1047.	Describe the relationship of the sun to the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle and the Antarctic Circle.

SOCIAL STUDIES

Grade Level 8

STANDARDS	SKILLS - The student will:
C. (cont.) The student will use maps, globes, and other models to interpret spatial relationships.	1048. Explain the relationship of time zones to longitude as well as to the rotation of the earth.
	1049. Compute time zone problems for national and international travel.
	1050. Explain how elevation, ocean currents and location affect climate.
	1051. Using a physical map, infer adaptation necessitated by the environment of a region.
	1052 Explain the differences in map projections and recognize physical distortions involved in any representation of the earth other than the globe.
D. The student will describe the interdependence of people and institutions in economic systems.	1064. Describe a potential business and explain how natural resources, labor, capital goods and entrepreneruial skills would be involved in its operation.
	1065. Propose alternatives, based on economic principles, for resolving some current issues.
	1066. Explain how economic conditions might affect the role of government in labor-management relations.
	1067. Contrast production decisions under other economic systems with the United States' mixed market economy.
	1068 Identify how changes in the level of capital investment affect productivity and employment.
	1069. Explain the difference between elastic and inelastic demand and state an example of each.
	1070. Define and cite examples of substistute goods and complementary goods.
	1071. Describe the mechanism in a market economy that generates equilibrium prices.

SOCIAL STUDIES

Grade Level 8

STANDARDS	SKILLS - The student will:
D. (cont.) The student will describe the interdependence of people and institutions in economic systems.	1072. Identify the risks associated in alternative types of consumer personal investment.
	1073. Describe the relationship between saving, business investment and employment.
	1074. Explain how credit affects a family's financial growth and security.
	1075. Use examples to compare and contrast common forms of credit.
	1076. List reasons why government might be considered a fifth factor of production.
	1077. Identify reasons why a market economy is likely to offer a greater variety of goods and services than a command economy.
E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.	1091. Identify major historical events and trends that have shaped the global development of human culture.
	1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.
	1093. Identify the interdependent networks (political, economic, social, military ecological and technological) which link the United States and other nations.
	1094. Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own.
	1095. Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community or nation and other peoples of the world.
F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.	1110. Identify advantages and disadvantages of competition and cooperation in state, nation and the world.

SOCIAL STUDIES

Grade Level 8

STANDARDS	SKILLS - The student will:	
F. (cont.) The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.	1111.	Given a dilemma situation, identify possible consequences and propose reasons for each.
	1112.	Predict behavior from knowledge of beliefs and values.
	1113.	Predict how conflicts in values or beliefs may affect relationships among individuals and groups.
	1114.	Describe means of transmitting beliefs and values among family members, peer groups, and different cultures using accommodation, acculturation, assimilation, direct transmission and socialization
G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.	1130.	Explain how the political party system, including third parties, functions in the United States and in Florida.
	1131.	Evaluate the function of both lobby and interest groups.
	1132.	Distinguish between civil liberties and human rights and give examples of each.
	1133.	Define the concept of due process and give examples of its use in the United States.
	1134.	Give examples, both positive and negative, of due process.
	1135.	Compare and contrast the concept of toleration of religion with the concept of freedom of religion.
	1136.	Distinguish between and give examples of inequality and inequity.
	1137.	Propose a concept of justice by giving labeled examples of justice done and justice denied.
	1138.	Analyze historical documents to infer at least two definitions of patriotism (e.g.,loyalty to country, loyalty to country's ideals).

SOCIAL STUDIES

Grade Level 8

STANDARDS	SKILLS - The student will:
G. (cont.) The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.	1139. Analyze the role of the bureaucracy in relationship to the Presidency, the Congress and the Courts.
	1140. Contrast the role of a political party in the United States with the role of political parties in other areas of the world.
	1141. Infer, using the Florida Constitution, the powers granted to states by the Federal Constitution.
H. The student will explain the interaction among science, technology and society.	1162. Identify and discuss the effectiveness of local, state or federal laws designed to protect people and the environment.
	1163. Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems.
	1164. Forecast the effects of a social, political and economic change on the environment.
	1165. Select an environmental problem, investigate alternate solutions to that problem, select one alternative and defend that selection by the environment and society.
	1166. Describe the social reactions which have occurred as a result of industry's impact on the environment.
	1167. Demonstrate an understanding of the complexity of the energy issue.
	1168. List and describe positive and negative consequences of various energy technologies.
	1169. Give examples of the positive and negative influences which technology has had on societal concerns and decisions.
	1170. Recognize that controversy exists concerning attempts to limit research conducted by scientists.

SOCIAL STUDIES
Grade Level 8

STANDARDS	SKILLS - The student will:
H. (cont.) The student will explain the interaction among science, technology and society.	1171. Recognize ways in which specific rapid changes in technology impact upon society.
	1172. Evaluate the effects of social and economic actions on science and technology.
	1173. Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies.
	1174. Analyze the significance of specialization to science and technology.
	1175. Analyze the impact of technology on science and society.
	1176. Relate geo-physical changes to social and technological problems.

Comprehensive Test of Basic Skills —

Social Studies Objectives

COMPREHENSIVE TESTS OF BASIC SKILLS

The objectives tested at grades 6-8 on the CTBS are correlated in your curriculum guide. The following are statements of CTBS U and V category objectives.

Level	Objective Number	Statement of CTBS Category Objective
DEFGHJ	85	The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.
DEFGHJ	86	The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.
DEFGHJ	87	The student will demonstrate an understanding of historical persons, events, or eras.
DEFGHJ	88	The student will demonstrate an understanding of the structures or functions of government.
DEFGHJ	89	The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.
FGHJ	90	The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

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BASIC

GEOGRAPHY

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GRADE 7

COURSE TITLE

COURSE CODE NUMBER 2103000

COURSE TITLE . . . . . Basic Geography

INSTRUCTIONAL LEVEL . . . . . Basic

GRADE LEVEL 7th

CREDIT . . . . . One

LENGTH OF COURSE . . . . . Year

TEXTBOOK . . . . . WORLD NEIGHBORS
Jaromelik, John
(New York: Macmillan
Publishing Co., 1985)

COURSE OUTLINE

BASIC GEOGRAPHY

1.0 Introduction of Geography

- 1.1 Define Geography
- 1.2 Geographic Careers
  - 1.1.1 Cartographer
  - 1.1.2 Urban Planner
  - 1.1.3 Demographer

2.0 Tools of the Geographer

- 2.1 Globe
  - 2.1.1 Definition
  - 2.1.2 Most accurate tool
  - 2.1.3 Major points, parts
- 2.2 Map Projections
  - 2.2.1 Definitions
  - 2.2.2 Distortion
  - 2.2.3 Types
- 2.3 Uses of Data
  - 2.3.1 Graphs
  - 2.3.2 Charts/Tables/Pictures

3.0 Map Study Skills

- 3.1 Kinds of Maps
  - 3.1.1 Political
  - 3.1.2 Physical
  - 3.1.3 Special Purpose Maps
- 3.2 Map Reading
  - 3.2.1 Directions
  - 3.2.2 Legend
  - 3.2.3 Scale
  - 3.2.4 Equator/Prime Meridian
  - 3.2.5 Latitude/Longitude
  - 3.2.6 Measurement
  - 3.2.7 Coordinates: Location

4.0 Physical Features of the Earth

- 4.1 Continents/Oceans
  - 4.1.1 Identification
  - 4.1.2 Locations
- 4.2 Landforms
  - 4.2.1 Definitions
- 4.2 Landforms
  - 4.2.2 Locations/Identification
  - 4.2.3 Elevation
- 4.3 Water Forms
  - 4.3.1 Definitions
  - 4.3.2 Locations
- 4.4 Movements of the Earth
  - 4.4.1 Rotation: axis, day, night, time zones
  - 4.4.2 Revolution: tilt, seasons

5.0 Climate

- 5.1 Distinction between climate and weather
- 5.2 Causes of seasons
- 5.3 Role
- 5.4 Factors
- 5.5 World climate regions

6.0 Population

- 6.1 Definition
- 6.2 Population Patterns
  - 6.2.1 Dense
  - 6.2.2 Sparse
  - 6.2.3 Uneven
- 6.3 Effects of Technology/Environment
- 6.4 Standard of Living

7.0 Florida

- 7.1 Physical Features
- 7.2 Resources
- 7.3 Economy

8.0 The United States and Canada

- 8.1 Physical Features
  - 8.1.1 Boundaries
  - 8.1.2 Locations
  - 8.1.3 Landforms
  - 8.1.4 Major Waterways
  - 8.1.5 Effects of Climate

COURSE OUTLINE

BASIC GEOGRAPHY

8.0 The United States and Canada

- 8.2 Resources
- 8.3 Population
  - 8.3.1 Diversity
  - 8.3.2 Density
- 8.4 Economy
  - 8.4.1 Manufacturing
  - 8.4.2 Farming
  - 8.4.3 Service Industries
  - 8.4.4 Major Imports and Exports
- 8.5 Government

9.0 Latin America

- 9.1 Physical Features
  - 9.1.1 Boundaries
  - 9.1.2 Locations
  - 9.1.3 Landforms
  - 9.1.4 Major Waterways
  - 9.1.5 Effects of Climate
- 9.2 Resources
- 9.3 Population
  - 9.3.1 Diversity
  - 9.3.2 European Influence
  - 9.3.3 Rapid Growth
- 9.4 Economy
  - 9.4.1 Manufacturing
  - 9.4.2 Farming
  - 9.4.3 Service Industries
  - 9.4.4 Mining
  - 9.4.5 Major Imports and Exports
- 9.5 Forms of Governments

10.0 Europe

- 10.1 Physical Features
  - 10.1.1 Boundaries
  - 10.1.2 Locations
  - 10.1.3 Landforms
  - 10.1.4 Major Waterways
  - 10.1.5 Effects of Climate
- 10.2 Resources
  - 10.2.1 Western Europe
  - 10.2.2 Northern and Southern Europe
- 10.3 Population
  - 10.3.1 Diversity
  - 10.3.2 Urbanization
- 10.4 Economy
  - 10.4.1 Manufacturing
  - 10.4.2 Farming
  - 10.4.3 Service Industries
  - 10.4.4 Mining
  - 10.4.5 Major Imports and Exports
- 10.5 Government

11.0 Eastern Europe/Soviet Union

- 11.1 Physical Features
  - 11.1.1 Boundaries
  - 11.1.2 Locations
  - 11.1.3 Landforms
  - 11.1.4 Major Waterways
  - 11.1.5 Effects of Climate
- 11.2 Resources
- 11.3 Population
  - 11.3.1 Multi-ethnic
  - 11.3.2 Largest Nationality Group
- 11.4 Economy-Government Planned
  - 11.4.1 Manufacturing
  - 11.4.2 Farming
  - 11.4.3 Service
  - 11.4.4 Mining
  - 11.4.5 Major Imports and Exports
- 11.5 Government

12.0 North Africa/Middle East

- 12.1 Physical Features
  - 12.1.1 Boundaries

COURSE OUTLINE

BASIC GEOGRAPHY

12.0 North Africa/Middle East

- 12.1 Physical Features
  - 12.1.2 Locations
  - 12.1.3 Landforms
  - 12.1.4 Major Waterways
  - 12.1.5 Effects of Climate
- 12.2 Importance of Location
- 12.3 Resources
- 12.4 Population
  - 12.4.1 Diversity: Ethnic and Religious
  - 12.4.2 Population Density
  - 12.4.3 Conflict
- 12.5 Economy
  - 12.5.1 Manufacturing
  - 12.5.2 Farming
  - 12.5.3 Major Imports and Exports
- 12.6 Government

13.0 Africa, South of the Sahara

- 13.1 Physical Features
  - 13.1.1 Boundaries
  - 13.1.2 Locations
  - 13.1.3 Landforms
  - 13.1.4 Major Waterways
  - 13.1.5 Effects of Climate
- 13.2 Resources
- 13.3 Population-Rapid Growth
- 13.4 Economy
  - 13.4.1 Cottage Industry
  - 13.4.2 Farming
  - 13.4.3 Herding
  - 13.4.4 Mining
  - 13.4.5 Major Imports and Exports
- 13.5 Government

14.0 Southern and Eastern Asia

- 14.1 Physical Features
  - 14.1.1 Boundaries
  - 14.1.2 Locations
  - 14.1.3 Landforms
  - 14.1.4 Major Waterways
  - 14.1.5 Effects of Climate/ Monsoons
- 14.2 Resources
- 14.3 Population
  - 14.3.1 Diversity: Ethnic and Religious
  - 14.3.2 Rapid Growth
- 14.4 Economy
  - 14.4.1 Manufacturing
  - 14.4.2 Farming
  - 14.4.3 Mining
  - 14.4.4 Fishing
  - 14.4.5 Major Imports and Exports
- 14.5 Forms of Government

15.0 Australia and Oceania

- 15.1 Physical Features
  - 15.1.1 Boundaries
  - 15.1.2 Locations/Isolation
  - 15.1.3 Landforms/Outbacks
  - 15.1.4 Major Waterways
- 15.2 Resources
- 15.3 Population
  - 15.3.1 Diversity: Aboriginals and Moaris
  - 15.3.2 Sparce
- 15.4 Economy
  - 15.4.1 Manufacturing
  - 15.4.2 Farming/Station
  - 15.4.3 Mining
  - 15.4.4 Service
  - 15.4.5 Imports and Exports
- 15.5 Government
  - 15.5.1 Trustships
  - 15.5.2 Colonies
  - 15.5.3 Independent

COURSE: BASIC GEOGRAPHY

UNIT: ONE

COUNTY COURSE OUTLINE

1.0 Introduction of Geography

- 1.1 Define Geography
- 1.2 Geographic Careers
  - 1.1.1 Cartographer
  - 1.1.2 Urban Planner
  - 1.1.3 Demographer

COUNTY PERFORMANCE OBJECTIVES

1.0 Introduction of Geography

- 1.1 Students will define the term geography.
- 1.2 Students will define the various geographers such as:
  - (1) cartographer, a mapmaker;
  - (2) urban planner, one who studies kinds, growth, and problems of cities;
  - (3) demographer, one who studies populations and how they change in different environments.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how people impact their physical environment. (IO-8)

COURSE: BASIC GEOGRAPHY

UNIT: ONE

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the abililty to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Teacher Resource Materials

COURSE: BASIC GEOGRAPHY

UNIT: TWO

COUNTY COURSE OUTLINE

2.0 Tools of the Geographer

- 2.1 Globe
  - 2.1.1 Definition
  - 2.1.2 Most accurate tool
  - 2.1.3 Major points, parts
- 2.2 Map Projections
  - 2.2.1 Definitions
  - 2.2.2 Distortion
  - 2.2.3 Types
- 2.3 Uses of Data
  - 2.3.1 Graphs
  - 2.3.2 Charts/Tables/Pictures

COUNTY PERFORMANCE OBJECTIVES

2.0 Tools of the Geographer

2.1 Students will demonstrate knowledge of the globe by:
- (1) defining a globe as a model of the earth;
- (2) identifying a globe as a geographer's most accurate tool showing true shape, size to scale, distance, and direction; and,
- (3) locating on a globe the equator, prime meredian, International Date Line, North Pole, South Pole, western hemisphere, eastern hemisphere, northern hemisphere, and southern hemisphere.

2.2 Students will demonstrate knowledge of a map projections by:
- (1) defining a map projection as a drawing of the round earth on a flat surface;
- (2) recognizing distortion on various maps;
- (3) identifying these kinds of maps: Mercator, polar, equal-area, and interrupted equal area.

2.3 Students will demonstrate knowledge of how to gather data by:
- (1) listing two specific facts when given different types of graphs, including circle, bar or pictographs.
- (2) Specific facts from chart, table, or picture.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography (IO-1)

- Locate a point on a highway map (Minimum Student Performance Standard: Mathematics U-147).
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading F-25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading F-26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Describe major regions of the world. (IO-3)

Describe the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Understand the relationship of environment to the development of culture. (IO-5)

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

COURSE: BASIC GEOGRAPHY

UNIT: TWO

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the actions of individuals or groups in American or other societies. (89)

TEXTBOOK REFERENCES

Chapter 1 (p. 10-51)

COURSE: BASIC GEOGRAPHY

UNIT: THREE

COUNTY COURSE OUTLINE

3.0 Map Study Skills

- 3.1 Kinds of Maps
  - 3.1.1 Political
  - 3.1.2 Physical
  - 3.1.3 Special Purpose Maps
- 3.2 Map Reading
  - 3.2.1 Directions
  - 3.2.2 Legend
  - 3.2.3 Scale
  - 3.2.4 Equator/Prime Meridian
  - 3.2.5 Latitude/Longitude
  - 3.2.6 Measurement
  - 3.2.7 Coordinates: Location

COUNTY PERFORMANCE OBJECTIVES

3.0 Map Study Skills

3.1 Students will demonstrate knowledge of kinds of maps by:

(1) recognizing a political map as one that shows boundaries of countries and other political units;
(2) recognizing a physical map as one showing land and water forms; and,
(3) identifying the purpose of a map by using at least three of the symbols in the map key.

3.2 Students will demonstrate knowledge of map reading skills by:

(1) identifying from a compass rose the cardinal and intermediate directions;
(2) using the legend to determine the meaning of symbols on a map;
(3) computing the distance between two points using the English system (miles) or metric.
(4) identifying the equator as 0 degree of latitude and the prime meridian as 0 degree of longitude;
(5) identifying lines of latitude and lines of longitude;
(6) using degrees (°), minutes ('), and seconds (") as units of measurements in stating latitude and longitude;
(7) give the latitude and longitude coordinates, locating specific places.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)

- Locate a point on a highway map (Minimum Student Performance Standard: Mathematics - U147).
- Obtain appropriate information from pictures, maps, or signs (MInimum Student Performance Standard: Reading - F25).

Identify the geographic features and political divisions of the major regions of the world. (IO-2)

Describe the relationship between the processes of nature and the various physical/environmental conditions on earth. (IO-4)

Identify the geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, goegraphic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

COURSE: BASIC GEOGRAPHY

UNIT: THREE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 1 (p. 10-51)

COURSE: BASIC GEOGRAPHY

UNIT: FOUR

COUNTY COURSE OUTLINE

4.0 Physical Features of the Earth

- 4.1 Continents/Oceans
  - 4.1.1 Identification
  - 4.1.2 Locations
- 4.2 Landforms
  - 4.2.1 Definitions
  - 4.2.2 Locations/Identification
  - 4.2.3 Elevation
- 4.3 Water Forms
  - 4.3.1 Definitions
  - 4.3.2 Locations
- 4.4 Movements of the Earth
  - 4.4.1 Rotation: axis, day, night, time zones
  - 4.4.2 Revolution: tilt, seasons

COUNTY PERFORMANCE OBJECTIVES

4.0 Physical Features of the Earth

4.1 Students will demonstrate knowledge of the division of the earth into land and water areas by identifying a continent as the largest land form, and an ocean as the largest body of salt water by:
(1) naming the seven continents and four oceans; and,
(2) locating and identifying on a globe or a world map the continents and oceans.

4.2 Students will demonstrate knowledge of landforms by:
(1) recognizing the difference between at least three of the following: island, peninsula, cape, isthmus, delta, archipelago;
(2) locating and identifying on a world map, an island, isthmus, peninsula, cape, and archipelago; and,
(3) recognizing mountains, hills, plains, and waterways as various elevations on a physical map.

4.3 Students will demonstrate knowledge of water forms by:
(1) recognizing the differences between the following: ocean, sea, gulf, bay, lake, strait, river, tributary, canal; and,
(2) locating oceans, seas, gulfs, bays, lakes, straits, rivers, tributaries, and canals on a map.

4.4 Students will demonstrate knowledge of movements of the earth by:
(1) recognizing that the rotation of the earth on its axis is the cause of day and night; and
(2) recognizing that seasonal changes are the result of the earth's revolution and tilt.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading-F25).

Identify the geographic features and political divisions of the major regions of the world. (IO-2)

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)
Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

COURSE: BASIC GEOGRAPHY

UNIT: FOUR

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 1 (p. 10-51)

COURSE: BASIC GEOGRAPHY

UNIT: FIVE

COUNTY COURSE OUTLINE

5.0 Climate

- 5.1 Distinction between climate and weather
- 5.2 Causes of seasons
- 5.3 Role
- 5.4 Factors
- 5.5 World climate regions

COUNTY PERFORMANCE OBJECTIVES

5.0 Climate

5.1 Students will demonstrate knowledge of climate and weather by identifying a correct definition of each term.

5.2 Students will identify the curve in the earth's surface and recognize how the sun's rays strike the earth at different angles causing differences in climate.

5.3 Students will demonstrate knowledge of climate's influence by recognizing that plant life, animal life, and people's activities are limited by the climate.

5.4 Students will identify factors which affect climate to include latitude, altitude, winds, mountains, currents, and location on continents;

5.5 Students will identify the different climate regions of the world.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)

- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).

Compare the geographic features and political divisions of the major regions of the world. (IO-2)

Describe the climatic conditions of the major regions of the world. (IO-3)

Describe the relationship between the processes of nature and the various physical/environmental conditions on earth. (IO-4)

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: BASIC GEOGRAPHY

UNIT: FIVE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 1 (p. 10-51)

COURSE: BASIC GEOGRAPHY

UNIT: SIX

COUNTY COURSE OUTLINE

6.0 Population

- 6.1 Definition
- 6.2 Population Patterns
  - 6.2.1 Dense
  - 6.2.2 Sparse
  - 6.2.3 Uneven
- 6.3 Effects of Technology/Environment
- 6.4 Standard of Living

COUNTY PERFORMANCE OBJECTIVES

6.0 Population

6.1 Students will recognize the definition of population as the total number of people in a country or region.

6.2 Students will demonstrate knowledge of the relationship between population and distribution by:
(1) identifying dense population on a map;
(2) identifying sparse population on a map; and,
(3) recognizing that the world-wide distribution of people is uneven.

6.3 Students will recognize technology and environment as factors which determine how many people live in an area.

6.4 Students will recognize the definition for the term, standard of living.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)

- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Describe the relationship between the processes of nature and the various physical/environmental conditions on earth. (IO-4)

Understand the relationship of environment to the development of culture. (IO-5)

Explain how people impact their physical environment. (IO-8)

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: BASIC GEOGRAPHY

UNIT: SIX

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVE

STANDARDS OF EXCELLENCE

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Teacher Resource Materials

COURSE: BASIC GEOGRAPHY

UNIT: SEVEN

COUNTY COURSE OUTLINE

7.0 Florida

- 7.1 Physical Features
- 7.2 Resources
- 7.3 Economy

COUNTY PERFORMANCE OBJECTIVES

7.0 Florida

7.1 Students will recognize the major physical features of Florida on a map.

7.2 Students will identify the major resources of Florida.

7.3 Students will identify the major components of Florida's economy such as: tourism, agriculture, climate.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)

- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard Mathematics - U146).

State the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify the geographic factors which influence major social, economic, and political situation in the world.

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: BASIC GEOGRAPHY

UNIT: SEVEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVE

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TESTBOOK REFERENCES

Teacher Resource Materials

COURSE: BASIC GEOGRAPHY

UNIT: EIGHT

COUNTY COURSE OUTLINE

8.0 The United States and Canada

- 8.1 Physical Features
  - 8.1.1 Boundaries
  - 8.1.2 Locations
  - 8.1.3 Landforms
  - 8.1.4 Major Waterways
  - 8.1.5 Effects of Climate
- 8.2 Resources
- 8.3 Population
  - 8.3.1 Diversity
  - 8.3.2 Density
- 8.4 Economy
  - 8.4.1 Manufacturing
  - 8.4.2 Farming
  - 8.4.3 Service industries
  - 8.4.4 Major Imports and Exports
- 8.5 Government

COUNTY PERFORMANCE OBJECTIVES

8.0 The United States and Canada

8.1 Students will demonstrate knowledge of the physical features of North America by:
(1) locating on a map of North America the water boundaries;
(2) locating on a map states, provinces, and major cities;
(3) locating and identifying on a map topographical features of North America, including the Rocky Mountains, Appalachian Mountains, Great Plains, Continental Divide, and Canadian Shield;
(4) locating on a map of North America the major waterways; and,
(5) recognizing the effects of climate on the United States and Canada.

8.2 Students will identify the relationship of resources to manufacturing in the United States and Canada.

8.3 Students will demonstrate knowledge of population by:
(1) identifying major immigrant groups which are part of the United States and Canada;
(2) identifying at least two major effects of population density in the United States and Canada.

8.4 Students will demonstrate their understanding of the United States and Canadian economy by:
(1) identifying the major industries of these two countries;
(2) locating on a map the variety of crops in the United States and Canada;
(3) identifying the types of service industries in both countries; and,
(4) listing major exports and imports from both countries.

8.5 Students will recognize the similarities and differences between the governments of the United States and Canada.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard:

Identify the geographic features and political divisions of the major regions of the world. (IO-2)

Describe the climate conditions of major regions of the world. (IO-3)

Understand the relationship of environment to the development of culture. (IO-5)

State the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Recognize global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
- Define marketplace and Consumer Education Minimum Objective G-35).
- Define supply as the amount of goods and services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
- Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
- Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

COURSE: BASIC GEOGRAPHY

UNIT: EIGHT

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify private property as the basic foundation of a free enterprise system. (A-2)

Describe some ways in which competition benefits the consumer. (A-6)

Define labor force as people employed or seeking employment. (C-10)

Define production as the creation of goods or services. (D-17)

Distinguish between a consumer good and a capital good. (D-20)

Identify the factors of production as natural resources, labor, capital, and management. (D-21)

Define capital goods as tools, equipment, machinery and buildings that are used in the production of other goods and services. (E-24)

Define profit as the reward for taking risk in business. (E-25)

Define exchange as obtaining goods and services from others in return for money, credit or other goods and services. (F-31)

Define technology as the use of tools and/or knowledge to produce goods and services. (F-32)

Define demand as the amount of goods and services that buyers are willing to buy. (G-34)

Define marketplace as a setting where goods and services are bought, sold, or traded. (G-35)

Define supply as the amount of goods or services that sellers are willing to sell. (G-36)

Name some factors which may influence the demand for a good or service. (G-38)

Define price as the money value set for a good or service. (G-43)

Define consumption as the use of goods and services. (G-50)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapter 3 (p. 82-139)

COURSE: BASIC GEOGRAPHY

UNIT: NINE

COUNTY COURSE OUTLINE

9.0 Latin America

- 9.1 Physical Features
  - 9.1.1 Boundaries
  - 9.1.2 Locations
  - 9.1.3 Landforms
  - 9.1.4 Major Waterways
  - 9.1.5 Effects of Climate
- 9.2 Resources
- 9.3 Population
  - 9.3.1 Diversity
  - 9.3.2 European Influence
  - 9.3.3 Rapid Growth
- 9.4 Economy
  - 9.4.1 Manufacturing
  - 9.4.2 Farming
  - 9.4.3 Service Industries
  - 9.4.4 Mining
  - 9.4.5 Major Imports and Exports
- 9.5 Forms of Governments

COUNTY PERFORMANCE OBJECTIVES

9.0 Latin America

9.1 Students will demonstrate knowledge of the physical features of Latin America by:
- (1) locating on a map the land and water boundaries of Latin America;
- (2) locating on a map of Latin America: Mexico, Central America, the Caribbean, South America;
- (3) locating on a map the major landforms including the Andes Mountains, Sierra Madre, Atacama Desert, Baja Peninsula and Yucatan Peninsula;
- (4) identifying and locating the Amazon River; Platte River, Orinoco River, and Panama Canal; and,
- (5) recognizing factors which create the varied climates.

9.2 Students will list the major resources of Latin America.

9.3 Students will demonstrate their understanding of Latin America by:
- (1) recognizing diverse cultural groups;
- (2) recognizing Europe's influlence on the culture; and,

(3) recognizing the problems of Latin America's rapid growth.

9.4 Students will show their understanding of Latin America's economy by:
(1) naming the major industries and products;
(2) naming the major crops grown in each region;
(3) naming the major service industries;
(4) recognizing the importance of mining; and
(5) listing some of the major imports and exports

9.5 Students will recognize that there are a variety of governments in Latin America.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading-F25).

Identify the geographic features and political divisions of the major regions of the world. (IO-2)

Understand the relationship of environment to the development of culture. (IO-5)

State the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Recognize global interdependence. (IO-7)
Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
Define <u>exchange</u> as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
Define <u>technology</u> as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
Define <u>demand</u> as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).

Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ critical thinking, and decision-making skills. (IO-10)
Distinguish between facts and opinions in a paragraph Minimum Student Performance Standard: Reading E-23).
Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: BASIC GEOGRAPHY

UNIT: NINE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Identify how substitutions can be used when a resource becomes more scarce. (D-19)

Name some factors which may influence the supply of a good or service. (G-37)

Name some factors which may influence the demand for a good or service. (G-38)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapter 4 (p. 140-185)

COURSE: BASIC GEOGRAPHY

UNIT: TEN

COUNTY COURSE OUTLINE

10.0 Europoe
- 10.1 Physical Features
  - 10.1.1 Boundaries
  - 10.1.2 Locations
  - 10.1.3 Landforms
  - 10.1.4 Major Waterways
  - 10.1.5 Effects of Climate
- 10.2 Resources
  - 10.2.1 Western Europe
  - 10.2.2 Northern and Southern Europe
- 10.3 Population
  - 10.3.1 Diversity
  - 10.3.2 Urbanization
- 10.4 Economy
  - 10.4.1 Manufacturing
  - 10.4.2 Farming
  - 10.4.3 Service Industries
  - 10.4.4 Mining
  - 10.4.5 Major Imports and Exports
- 10.5 Government

COUNTY PERFORMANCE OBJECTIVES

10.1 Europe

10.1 Students will demonstrate knowledge of the physical features of Europe by:
- (1) locating on a map the major water boundaries;
- (2) locating on a map the major countries and cities;
- (3) locating the major mountains of Europe, including the Alps, Pyrenees, Balkans and Apennines;
- (4) locating the major rivers and seas including the Thames, Danube Rivers, Rhone, Elbe, Po, and the Mediterranean, Black, Baltic and North Seas.
- (5) recognizing the effect of the North Atlantic Drift on Western Europe is climate.

10.2 Students will demonstrate knowledge of the resources in Europe by:
- (1) identifying Western Europe as the major source of resources.
- (2) comparing the resources of northern and southern Europe.

10.3 Students will demonstrate knowledge of population in Europe by:
(1) recognizing its diverse cultural groups;
(2) recognizing that most Europeans live in urban areas.

10.4 Students will show their understanding of Europe's Economy by:
(1) naming the major industires and products;
(2) naming the major crops grown;
(3) naming the major service industires;
(4) recognizing the importance of mining; and,
(5) listing the major imports and exports.

10.5 Students will recognize that there are a variety of governments in Western Europe.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26)
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

State the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices. (Free Enterprise and Consumer Education Minimum Objective D-14)
- Identify how substitutions can be used when a resource becomes more scarce. (Free Enterprise and Consumer Education Minimum Objective D-19)

Analyze global interdependence. (IO-7)
- Define <u>marketplace</u> as a setting where goods and services are bought, sold, or traded. (Free Enterprise and Consumer Education Minimum Objective G-35)
- Name some factors which may influence the supply of a good or service. (Free Enterprise and Consumer Education Minimum Objective G-37)
- Name some factors which may influence the demand for a good or service. (Free Enterprise and Consumer Education Minimum Objective G-38)

Explain man's effect on his physical environment. (IO-8)

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27)
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: BASIC GEOGRAPHY

UNIT: TEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify private property as the basic foundation of a free enterprise system. (A-2)

Describe some ways in which competition benefits the consumer. (A-6)

Define labor force as people employed or seeking employment. (C-10)

Define production as the creation of goods or services. (D-17)

Identify the factors of production as natural resources, labor, capital, and management. (D-21)

Define exchange as obtaining goods and services from others in return for money, credit or other goods and services. (F-31)

Define technology as the use of tools and/or knowledge to produce goods and services. (F-32)

Define demand as the amount of goods and services that buyers are willing to buy. (G-34)

Define marketplace as a setting where goods and services are bought, sold, or traded. (G-35)

Define supply as the amount of goods and services that sellers are willing to sell. (G-36)

Define consumption as the use of goods and services (K-50)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of the sturctures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapter 5 (p. 186-243)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapter 5 (p. 186-243)

COURSE: BASIC GEOGRAPHY

UNIT: ELEVEN

COUNTY COURSE OUTLINE

11.0 Eastern Europe/Soviet Union

- 11.1 Physical Features
  - 11.1.1 Boundaries
  - 11.1.2 Locations
  - 11.1.3 Landforms
  - 11.1.4 Major Waterways
  - 11.1.5 Effects of Climate
- 11.2 Resources
- 11.3 Population
  - 11.3.1 Multi-ethnic
  - 11.3.2 Largest Nationality Group
- 11.4 Economy-Government Planned
  - 11.4.1 Manufacturing
  - 11.4.2 Farming
  - 11.4.3 Service
  - 11.4.4 Mining
  - 11.4.5 Major Imports and Exports
- 11.5 Government

COUNTY PERFORMANCE OBJECTIVES

11.0 Eastern Europe/Soviet Union

11.1 Students will demonstrate knowledge of the physical features of Eastern Europe/Soviet Union by:

(1) identifying that the boundaries of the Soviet Union stretch across the two continents of Europe and Asia;

(2) locating on a map the countries and major cities of Eastern Europe/Soviet Union;

(3) identifying on a map the major landforms including the Ural Mountains, Caucasus Mountains, Aral Sea, Caspian Sea, Lake Baikals.

(4) locating and identifying on a map the major river systems of Eastern Europe/Soviet Union, including the Danube, Vdga and Don.

(5) understanding the effects of climate on Eastern Europe and the Soviet Union/and the problems caused by permafrost.

11.2 Students will list the resources of Eastern Europe and and the Soviet Union.

11.3 Students will demonstrate knowledge of population by:
(1) identifying the population as multi-ethnic; and,
(2) selecting the Russians as the largest nationality

11.4 Students will demonstrate understanding of Eastern Europe/Soviet Union's economy by:
(1) naming the major industries;
(2) naming the major crops grown;
(3) naming the major service industries;
(4) recognizing the importance of mining;
(5) listing the major imports and exports.

11.5 Students will identify communism in Eastern Europe/Soviet Union as the major form of government.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Recognize global interdependence. (IO-7)
- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20)
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
- Define marketplace as a setting where goods and services are bought, sold, or traded (Free Enterprise and Consumer Education Minimum Objective G-35)
- Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).

Explain how people impact their physical environment. (IO-8)

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking,and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: BASIC GEOGRAPHY

UNIT: ELEVEN

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Define production as the creation of goods or services. (D-17)

Distinguish between a consumer good and a capital good. (D-20)

Define capital goods as tools, equipment, machinery and buildings that are used in the production of other goods and services. (E-24)

Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs. (F-30)

Define marketplace as a setting where goods and services are bought, sold, or traded. (G-35)

Define supply as the amount of goods or services that sellers are willing to sell. (G-36)

Name some factors which may influence the supply of a good or service. (G-37)

Define price as the money value set for a good or service. (H-43)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapter 5 and 6 (p. 233-285)

COURSE: BASIC GEOGRAPHY

UNIT: TWELVE

COUNTY COURSE OUTLINE

12.0 North Africa/Middle East

- 12.1 Physical Features
  - 12.1.1 Boundaries
  - 12.1.2 Locations
  - 12.1.3 Landforms
  - 12.1.4 Major Waterways
  - 12.1.5 Effects of Climate
- 12.2 Importance of Location
- 12.3 Resources
- 12.4 Population
  - 12.4.1 Diversity: Ethnic and Religious
  - 12.4.2 Population Density
  - 12.4.3 Conflict
- 12.5 Economy
  - 12.5.1 Manufacturing
  - 12.5.2 Farming
  - 12.5.3 Major Imports and Exports
- 12.6 Government

COUNTY PERFORMANCE OBJECTIVES

12.0 North Africa and the Middle East

12.1 Students will demonstrate knowledge of the physical features of North Africa/Middle East by:

(1) locating on a map, the boundaries of North Africa amd the Middle East;

(2) locating on a map of the countries of North Africa and the Middle East;

(3) locating on a map of North Africa and the Middle East the major land forms;

(4) locating and identifying on a map of North Africa and the Middle East the major river systems inc-cluding the Tigris, Euphrates, Nile Rivers, the Mediterranean and Red Sesas, Suez Canal and Indian Ocean;

(5) understanding the effects of aridity in North Africa/Middle East.

12.2 Students will recognize North Africa and the Middle East as the crossroads of the world.

12.3 Students will identify petroleum as the primary natural resource.

12.4 Population
(1) recognizing the variety of religious and ethnic groups
(2) identifying the factors that has led to the uneven distribution of the population
(3) recognizing the conflicts created by the various religious/ethnic groups

12.5 Students will show their understanding of North Africa and the Middle East's economy by:
(1) identifying the major industries and product of the area.
(2) naming the major crops grown.
(3) listing the major improts and exports of North Africa and the Middle East.

12.6 Students will identify the major types of government of North Africa and the Middle East.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

State the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Recognize global interdependence. (IO-7)
Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).

Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).

Obtain appropriate information from diagrams, tables, or schedules (MInimum Student Performance Standard: Reading F-26.

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: BASIC GEOGRAPHY

UNIT: TWELVE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Identify how substitutions can be used when a resource becomes more scarce. (D-19)

Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs. (F-30)

Name some factors which may influence the supply of a good or service. (G-37)

Name some factors which may influence the demand for a good or service. (G-38)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of historical persons, events, or eras. (87)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapter 7 (p. 286-329)

COURSE: BASIC GEOGRAPHY

UNIT: THIRTEEN

COUNTY COURSE OUTLINE

13.0 Africa, South of the Sahara
- 13.1 Physical Features
  - 13.1.1 Boundaries
  - 13.1.2 Locations
  - 13.1.3 Landforms
  - 13.1.4 Major Waterways
  - 13.1.5 Effects of Climate
- 13.2 Resources
- 13.3 Population-Rapid Growth
- 13.4 Economy
  - 13.4.1 Cottage Industry
  - 13.4.2 Farming
  - 13.4.3 Herding
  - 13.4.4 Mining
  - 13.4.5 Major Imports and Exports
- 13.5 Government

COUNTY PERFORMANCE OBJECTIVES

13.0 Africa, South of the Sahara

13.1 Students will demonstrate knowledge of the physical features of Africa, South of the Sahara (Sub-Sahara Africa) by:
(1) identifying the boundaries of Sub-Sahara Africa;
(2) locating on a map the countries and major cities of Sub-Sahara Africa;
(3) identifying on a map the major landforms;
(4) locating and identifying on a map the major river systems including the Zambezi, Niger and Zaire;
(5) understanding the effects of climate in Sub-Saharan Africa.

13.2 Students will demonstrate knowledge of the resources in Sub-Sahara Africa.

13.3 Students will recognize the problems caused by the rapid growth of the population of Sub-Sahara Africa.

13.4 Students will understand the economy of Sub-Saharan Africa by:
13.4.1 defining cottage industry;
13.4.2 identifying the major crops;
13.4.3 recognizing herding as a major agricultural activity;
13.4.4 recognizing the importance of mining in Sub-Sahara Africa, particularly South Africa;

13.4.5 Listing the major imports and exports of Sub-Sahara Africa.

13.5 Students will recognize the various forms of government in Sub-Sahara Africa.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Describe the relationship between the processes of nature and the various physical/environmental conditions on earth. (IO-4)

Understand the relationship of environment to the development of culture. ((IO-5)

State the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
- Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Recognize global interdependence. (IO-7)
- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
- Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
- Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
- Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
- Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: BASIC GEOGRAPHY

UNIT: THIRTEEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVE

Identify why scarcity requires choices. (D-14)

Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs. (F-30)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of historical persons, events, or eras. (87)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapter 8 (p. 330-377)

COURSE: BASIC GEOGRAPHY

UNIT: FOURTEEN

COUNTY COURSE OUTLINE

14.0 Southern and Eastern Asia

- 14.1 Physical Features
  - 14.1.1 Boundaries
  - 14.1.2 Locations
  - 14.1.3 Landforms
  - 14.1.4 Major Waterways
  - 14.1.5 Effects of Climate/Monsoons
- 14.2 Resources
- 14.3 Population
  - 14.3.1 Diversity: Ethnic and Religious
  - 14.3.2 Rapid Growth
- 14.4 Economy
  - 14.4.1 Manufacturing
  - 14.4.2 Farming
  - 14.4.3 Mining
  - 14.4.4 Fishing
  - 14.4.5 Major Imports and Exports
- 14.5 Forms of Government

COUNTY PERFORMANCE OBJECTIVES

14.1 Students will demonstrate knowledge of the physical features of Southern and Eastern Asia by:
(1) identifying the boundaries of Southern and Eastern Asia;
(2) locating on a map the countries and major cities of Southern and Eastern Asia;
(3) identifying on a map the major land forms, including the Dacca Plateau and the Himalays Mountains;
(4) locating and identifying on a map the major river systems, including Banges, Indus, Yangtze, and MeKong.
(5) understanding the effects of climate in Southern and Eastern Asia stressing the effects of the monsoons.

14.2 Students will list the resources of Southern and Eastern Asia.

14.3 Students will demonstrate knowledge of population by:
(1) identifying the population as multi-ethnic and multi-religions and;
(2) recognizing the problems caused by rapid growth.

14.4 Students will understand the economy of Southern and Eastern Asia by:
(1) identifying the stages of industrial development;
(2) identifying the major crops;
(3) recognizing the importance of mining in Southern and Eastern Asia;
(4) identifying the major fishing nations.
(5) listing the major imports and exports of Southern and Eastern Asia.

14.5 Students will recognize the various forms of government in Southern and Eastern Asia.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Identify the geographic features and political divisions of the major regions of the world. (IO-2)

State the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).

Recognize global interdependence. (IO-7)
- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
- Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
- Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).

Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Explain how people impact their physical environment. (IO-8)

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

Arrange Events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: BASIC GEOGRAPHY

UNIT: FOURTEEN

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Identify how substitutions can be used when a resource becomes more scarce. (D-19)

Distinguish between a consumer good and a capital good. (D-20)

Define profit as the reward for taking risk in business. (E-25)

Define supply as the amount of goods or services that sellers are willing to sell. (G-36)

Name some factors which may influence the supply of a good or service. (G-37)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapter 9 (p. 378-439)

COUNTY COURSE OUTLINE

UNIT: FIFTEEN

15.0 Australia and Oceania

- 15.1 Physical Features
  - 15.1.1 Boundaries
  - 15.1.2 Locations/Isolation
  - 15.1.3 Landforms/Outbacks
  - 15.1.4 Major Waterways
- 15.2 Resources
- 15.3 Population
  - 15.3.1 Diversity: Aboriginals and Moaris
  - 15.3.2 Sparce
- 15.4 Economy
  - 15.4.1 Manufacturing
  - 15.4.2 Farming/Station
  - 15.4.3 Mining
  - 15.4.4 Service
  - 15.4.5 Imports and Exports
- 15.5 Government
  - 15.5.1 Trustships
  - 15.5.2 Colonies
  - 15.5.3 Independent

COUNTY PERFORMANCE OBJECTIVES

15.1 Students will demonstrate knowledge of the physical features of Australia and Oceania:
(1) identifying the boundaries of Australia and Oceania;
(2) locating on a map the countries and major cities of Australia and Oceania stressing its isolation;
(3) identifying on a map the major landforms stressing the importance of the Outback.
(4) locating and identifying on a map the major river system, Murray-Darling.

15.2 Students will list the resources of Australia and Oceania.

15.3 Students will demonstrate knowledge of population by:
(1) identifying the different European groups and natives that settled in Australia and Oceania and;
(2) recognizing the sparsity of the population.

15.4 Students will understand the economy of Australia and Oceania by:
(1) recognizing the development of manufacturing after World War II;
(2) understanding that most of the farming takes place on cattle or sheep station and naming the major products;
(3) recognizing the importance of mining;
(4) recognizing the importance of the tourist industry in Polynesia and;
(5) listing major imports and exports of Australia and Oceania.

15.5 Students will recognize the various forms of government in Australia and Oceania by:
(1) defining Trustship;
(2) defining Colonies and;
(3) defining Independent.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading-F25).

Identify the geographic features and political divisions of the major regions of the world. (IO-2)

Describe the relationship between the processes of nature and the various physical/environmental conditions on earth.

Recognize global interdependence. (IO-7)
Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Obfjective G-37).
Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Identify the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic, reference/study, critical thinking, and decision-making skills.
Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: BASIC GEOGRAPHY

UNIT: FIFTEEN

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

Identify private property as the basic foundation of a free enterprise system. (A-2)

Describe some ways in which competition benefits the consumer. (A-6)

Define labor force as people employed or seeking employment. (C-10)

Define exchange as obtaining goods and services from others in return for money, credit or other goods and services. (F-31)

Define technology as the use of tools and/or knowledge to produce goods and services. (F-32)

Name some factors which may influence the supply of a good or service. (G-37)

Define consumption as the use of goods and services. (K-50)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapter 10 (p. 440-479)

The Margaret K. Reynolds Building

GEOGRAPHY

BEST COPY AVAILABLE

GRADE 7

COURSE TITLE

COURSE CODE NUMBER	2103010
COURSE TITLE	Geography
INSTRUCTIONAL LEVEL	Standard
GRADE LEVEL	7
CREDIT	One
LENGTH OF COURSE	Year
TEXTBOOK	A WORLD VIEW Patton, Clyde P., (Atlanta: Silver Burdett, 1995)

COURSE OUTLINE

GEOGRAPHY

1.0 Introduction to Geography

- 1.1 Define Geography
- 1.2 Types of Geographers
  - 1.2.1 Cartographer
  - 1.2.2 Urban
  - 1.2.3 Economic
  - 1.2.4 Demographer

2.0 Tools of the Geographer

- 2.1 Globe
  - 2.1.1 Definition
  - 2.1.2 Most accurate tool
  - 2.1.3 Major parts
- 2.2 Map Projections
  - 2.2.1 Definition
  - 2.2.2 Distortion
  - 2.2.3 Types
- 2.3 Gathering Data
  - 2.3.1 Graphs
  - 2.3.2 Charts/Tables

3.0 Map Study Skills

- 3.1 Kinds of Maps
  - 3.1.1 Political
  - 3.1.2 Physical
  - 3.1.3 Special Purpose Maps
- 3.2 Map Reading
  - 3.2.1 Directions
  - 3.2.2 Legend
  - 3.2.3 Scale
  - 3.2.4 Equator/Prime Meridian
  - 3.2.5 Latitude/Longitude
  - 3.2.6 Measurement
  - 3.2.7 Coordinates: Location

4.0 Physical Features of the Earth

- 4.1 Continents/Oceans
  - 4.1.1 Identifications
  - 4.1.2 Locations
- 4.2 Theory of Continental Drift
  - 4.2.1 Tectonic forces
  - 4.2.2 Erosional forces
- 4.3 Landforms/Topography
  - 4.3.1 Definitions
  - 4.3.2 Locations/Identifications
  - 4.3.3 Elevation
- 4.4 Water Forms
  - 4.4.1 Definitions
  - 4.4.2 Locations
  - 4.4.3 Parts of a river
- 4.5 Movements of the Earth
  - 4.5.1 Rotation: axis, day, night
  - 4.5.2 Time zones
  - 4.5.3 Revolution: tilt, seasons

5.0 Climate

- 5.1 Climate/Weather
- 5.2 Cause of Seasons
- 5.3 Role
- 5.4 Factors
- 5.5 General Climate Zones
- 5.6 World Climates

6.0 Population

- 6.1 Definition
- 6.2 Distribution
  - 6.2.1 Dense
  - 6.2.2 Sparse
  - 6.2.3 Uneven
- 6.3 Effects of Technology/Environment
- 6.4 Standard of Living
- 6.5 Growth Rate
- 6.6 Changes

7.0 Florida

- 7.1 Physical Features
  - 7.1.1 Water Boundaries
  - 7.1.2 Cities, Waterways, Linkage

COURSE OUTLINE

GEOGRAPHY

7.0 Florida

- 7.2 Resources
- 7.3 Economy

8.0 United States and Canada

- 8.1 Physical Features
  - 8.1.1 Boundaries
  - 8.1.2 Locations
  - 8.1.3 Topography/Landforms
  - 8.1.4 Major River Systems
  - 8.1.5 Climate
- 8.2 Resources
  - 8.2.1 Regional
  - 8.2.2 Conservation
- 8.3 Population
  - 8.3.1 Diversity
  - 8.3.2 Uneven Distribution
- 8.4 Economy
  - 8.4.1 Manufacturing
  - 8.4.2 Agriculture
  - 8.4.3 Service Industries
  - 8.4.4 Imports and Exports
- 8.5 Government
  - 8.5.1 Branches of Government
  - 8.5.2 Comparison of Governments

9.0 Latin America

- 9.1 Physical Features
  - 9.1.1 Boundaries
  - 9.1.2 Locations
  - 9.1.3 Topography/Landforms
  - 9.1.4 Major River Systems
  - 9.1.5 Climate
- 9.2 Resources
- 9.3 Population
  - 9.3.1 Diversity
  - 9.3.2 Uneven Distribution
- 9.4 Economy
  - 9.4.1 Manufacturing
  - 9.4.2 Agriculture
  - 9.4.3 Service Industries
  - 9.4.4 Imports and Exports
- 9.5 Government

10.0 Western Europe

- 10.1 Physical Features
  - 10.1.1 Boundaries
  - 10.1.2 Locations
  - 10.1.3 Topography/Landforms
  - 10.1.4 Major River Systems
  - 10.1.5 Climate
- 10.2 Resources
  - 10.2.1 Regional
  - 10.2.2 Conservation
- 10.3 Population
  - 10.3.1 Diversity
  - 10.3.2 Uneven Distribution
- 10.4 Economy
  - 10.4.1 Manufacturing
  - 10.4.2 Agriculture
  - 10.4.3 Service Industries
  - 10.4.4 Imports and Exports
- 10.5 Government

11.0 Eastern Europe/Soviet Union

- 11.1 Physical Features
  - 11.1.1 Boundaries
  - 11.1.2 Locations
  - 11.1.3 Topography/Landforms
  - 11.1.4 Major River Systems
  - 11.1.5 Climate
- 11.2 Resources
- 11.3 Population
  - 11.3.1 Diversity
  - 11.3.2 Uneven Distribution
- 11.4 Economy
  - 11.4.1 Manufacturing
  - 11.4.2 Agriculture

COURSE OUTLINE

GEOGRAPHY

- 11.4 Economy
  - 11.4.3 Imports and Exports
- 11.5 Government

12.0 North Africa and the Middle East

- 12.1 Physical Features
  - 12.1.1 Boundaries
  - 12.1.2 Locations
  - 12.1.3 Topography/Landforms
  - 12.1.4 Waterways
  - 12.1.5 Climate
  - 12.1.6 Crossroads
- 12.2 Resources
- 12.3 Population
  - 12.3.1 Diversity
  - 12.3.2 Uneven Distribution
- 12.4 Economy
  - 12.4.1 Manufacturing
  - 12.4.2 Agriculture
  - 12.4.3 Service Industries
  - 12.4.4 Imports and Exports
- 12.5 Culture
  - 12.5.1 Religious Groups
  - 12.5.2 Conflict
  - 12.5.3 Cradle of Major Civilizations
- 12.6 Government

13.0 Africa: South of the Sahara

- 13.1 Physical Features
  - 13.1.1 Boundaries
  - 13.1.2 Locations
  - 13.1.3 Topography/Landforms
  - 13.1.4 Major River Systems
  - 13.1.5 Climate
- 13.2 Resources
- 13.3 Population
  - 13.3.1 Diversity
  - 13.3.2 Uneven Distribution
- 13.4 Economy
  - 13.4.1 Manufacturing
  - 13.4.2 Agriculture
  - 13.4.3 Service Industries
  - 13.4.4 Exports and Imports
- 13.5 Government

14.0 South and East Asia

- 14.1 Physical Features
  - 14.1.1 Boundaries
  - 14.1.2 Locations
  - 14.1.3 Topography/Landforms
  - 14.1.4 Major River Systems
  - 14.1.5 Climate
- 14.2 Resources
- 14.3 Population
  - 14.3.1 Diversity
  - 14.3.2 Uneven Distribution
- 14.4 Economy
  - 14.4.1 Manufacturing
  - 14.4.2 Agriculture
  - 14.4.3 Service Industries
  - 14.4.4 Imports and Exports
- 14.5 Government

15.0 Oceania and Australia

- 15.1 Physical Features
  - 15.1.1 Boundaries
  - 15.1.2 Locations
  - 15.1.3 Topography
  - 15.1.4 Climate
- 15.2 Resources
- 15.3 Population
  - 15.3.1 Diversity
  - 15.3.2 Uneven Distribution
- 15.4 Economy
  - 15.4.1 Manufacturing
  - 15.4.2 Agriculture
  - 15.4.3 Service Industries

COURSE OUTLINE

GEOGRAPHY	
15.4 Economy 15.4.4 Imports and Exports 15.5 Government	

COURSE: GEOGRAPHY

UNIT: ONE

COUNTY COURSE OUTLINE

1.0 Introduction to Geography

- 1.1 Define Geography
- 1.2 Types of Geographers
  - 1.2.1 Cartographer
  - 1.2.2 Urban
  - 1.2.3 Economic
  - 1.2.4 Demographer

COUNTY PERFORMANCE OBJECTIVES

1.0 Introduction to Geography

1.1 Students will identify the definition of geography.

1.2 Students will demonstrate knowledge of the kinds of geographers by:

(1) identifying a cartographer as a mapmaker;
(2) classifying an urban geographer as one who studies kinds, growth, and problems of cities;
(3) identifying an economic geographer as one who studies society's attempts at maximum use of goods and services; and
(4) identifying a demographer as one who studies populations and how they change in different environments.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

COURSE: GEOGRAPHY

UNIT: ONE

FREE ENTERPRISE AND CONSUMER EDUCATION

STANDARDS OF EXCELLENCE

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Teacher Resource Materials

COURSE: GEOGRAPHY

UNIT: TWO

COUNTY COURSE OUTLINE

2.0 Tools of the Geographer

- 2.1 Globe
  - 2.1.1 Definition
  - 2.1.2 Most accurate tool
  - 2.1.3 Major parts
- 2.2 Map Projections
  - 2.2.1 Definition
  - 2.2.2 Distortion
  - 2.2.3 Types
- 2.3 Gathering Data
  - 2.3.1 Graphs
  - 2.3.2 Charts/Tables

COUNTY PERFORMANCE OBJECTIVES

2.0 Tools of the Geographyer

2.1 Students will demonstrate knowledge of a globe by:
(1) defining a globe as a model of the earth;
(2) identifying a globe as a geographer's most accurate tool showing true shape, size to scale, distance, and direction; and
(3) locating on a globe the equator, prime meredian, North Pole, South Pole, International Date Line, Western Hemisphere, Eastern Hemisphere.

2.2 Students will demonstrate knowledge of map projections by:
(1) defining a map projection as a drawing of the round earth on a flat surface;
(2) giving examples of distortion using different types of maps; and
(3) identifying two of the following types of maps; Mercator, polar, equal-area, and interrupted equal-area.

2.3 Students will demonstrate the ability to gather data by:
(1) listing specific facts when given different types of graphs, including circle or pictograph; and
(2) selecting facts when given a chart or table.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, graphs, and other tools of geography. (IO-1)

- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading-F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Locate and describe the geographic features and political divisions of the major regions of the world. (IO-2)

Categorize and explain climatic conditions of the major regions of the world. (IO-3)

Understanding the relationship between the forces and processes of nature and the various physical/envoronmental conditions on earth. (IO-4)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skill. (IO-10)

- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

COURSE: GEOGRAPHY

UNIT: TWO

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences. (C-1046)

Describe the relationship of the sun to the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle and the Antarctic Circle. (C-1047)

Explain how elevation, ocean currents and location affect climate. (C-1050)

Using a physical map, infer adaptation necessitated by the environment of a region. (C-1051)

Explain the differences in map projections and recognize physical distortions involved in any presentation of the earth other than the globe. (C-1052)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the actions of individuals or groups in American or other societies. (89)

TEXTBOOK REFERENCES

Chapter 1 and 2 (pages 2-37)

COURSE: GEOGRAPHY

UNIT: THREE

COUNTY COURSE OUTLINE

3.0 Map Study Skills

- 3.1 Kinds of Maps
  - 3.1.1 Political
  - 3.1.2 Physical
  - 3.1.3 Special Purpose Maps
- 3.2 Map Reading
  - 3.2.1 Directions
  - 3.2.2 Legend
  - 3.2.3 Scale
  - 3.2.4 Equator/Prime Meridian
  - 3.2.5 Latitude/Longitude
  - 3.2.6 Measurement
  - 3.2.7 Coordinates: Location

COUNTY PERFORMANCE OBJECTIVES

3.0 Map Study Skills

3.1 Students will demonstrate knowledge of kinds of maps by:
(1) identifying a political map as one that shows boundaries of countries and other political units;
(2) identifying a physical map as one showing land and water forms; and
(3) identifying the purpose of a map by using the symbols in the map key.

3.2 Students will demonstrate knowledge of map reading skills by:
(1) identifying from a group of compass roses the example, correctly labeled, in the generally accepted manner as to primary and secondary directions;
(2) using the legend to determine the meaning of at least three symbols on a map;
(3) computing the distance between two points, in both metric measurement (kilometers) and the English system (miles);
(4) identifying the equator as 0 degree of latitude and the prime meridian a 0 degree of longitude;
(5) identifying the definitions of lines of latitude and lines of longitude;
(6) using degrees (°), minutes ('), and seconds (") as units of measurements in stating latitude and longitude; and
(7) given the latitude and longitude coordinates, locating at least two specific places.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)

- Locate a point on a highway map (Minimum Student Performance Standard: Mathematics - U147).
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading-F25).

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)

- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

COURSE: GEOGRAPHY

UNIT: THREE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences. (C-1046)

Describe the relationship of the sun to the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle and the Antarctic Circle. (C-1047)

Explain how elevation, ocean currents and location affect climate. (C-1050)

Use a physical map, infer adaptation necessitated by the environment of a region. (C-1051)

Explain the differences in map projections and recognize physical distortions involved in any representation of the earth other than the globe. (C-1052)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 1 and 2 (pages 2-37)

COURSE: GEOGRAPHY

UNIT: FOUR

COUNTY COURSE OUTLINE

4.0 Physical Features of the Earth

- 4.1 Continents/Oceans
  - 4.1.1 Identifications
  - 4.1.2 Locations
- 4.2 Theory of Continental Drift
  - 4.2.1 Tectonic forces
  - 4.2.2 Erosional forces
- 4.3 Landforms/Topography
  - 4.3.1 Definitions
  - 4.3.2 Locations/Identifications
  - 4.3.3 Elevation
- 4.4 Water Forms
  - 4.4.1 Definitions
  - 4.4.2 Locations
  - 4.4.3 Parts of a river
- 4.5 Movements of the Earth
  - 4.5.1 Rotation: axis, day, night
  - 4.5.2 Time zones
  - 4.5.3 Revolution: tilt, seasons

COUNTY PERFORMANCE OBJECTIVES

4.0 Physical Features of the Earth

4.1 Students will demonstrate knowledge of the division of the earth into land and water areas by identifying a continent as the largest land form, an ocean as the largest body of salt water; and by:
(1) naming the seven continents and four oceans; and
(2) locating and identifying on a globe or a world map, the continents and oceans.

4.2 Students will demonstrate knowledge of the theory of continental drift by:
(1) identifying tectonic forces as those responsible for shifts in the earth's continents; and
(2) identifying water, glaciers, winds, and ocean currents as erosional forces that wear down the earth's surface.

4.3 Students will demonstrate knowledge of topography/landforms by:
(1) identifying the definitions of the following: topography, island, peninsula, cape, isthmus, delta, archipelago, sea level;
(2) locating and identifying on a world map, an island, peninsula, cape, isthmus, and archipelago; and

(3) identifying mountains, hills, plains, and plateaus as examples of topographic relief.

4.4 Students will demonstrate knowledge of water forms by:
(1) identifying the definitions of the following: ocean, sea, gulf, bay, lake, strait, river, tributary, canal;
(2) locating oceans, seas, gulfs, bays, lakes, straits, rivers, tributaries and canals on a map; and
(3) identifying the parts of the river.

4.5 Students will demonstrate knowledge of movements of the earth by:
(1) identifying that the rotation of the earth on its axis is the cause of day and night; and
(2) explaining time zones which are caused by the earth's rotation; and
(3) identifying seasonal changes as the result of earth's revolution and tilt.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading-F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).

Locate and describe the geographic features and political divisions of the major regions of the world. (IO-2)

Understanding the relationship between the forces and processes of nature and the various physical/environmental conditions on the earth. (IO-4)

Explain geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)
- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: GEOGRAPHY

UNIT: FOUR

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Synthesize information and ideas from conflicting sources. (A-1015)

Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences. (C-1046)

Describe the relationship of the sun to the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle and the Antarctic Circle. (C-1047)

Explain the relationship of time zones to longitude as well as to the rotation of the earth. (C-1048)

Compute time zone problems for national and international travel. (1049)

Using a physical map, infer adaptation necessitated by the environment of a region. (C-1051)

Explain the differences in map projections and recognize physical distortions involved in any presentation of the earth other than the globe. (C-1052)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 1 (p. 2-25)

COURSE: GEOGRAPHY

UNIT: FIVE

COUNTY COURSE OBJECTIVES

5.0 Climate

- 5.1 Climate/Weather
- 5.2 Cause of Seasons
- 5.3 Role
- 5.4 Factors
- 5.5 General Climate Zones
- 5.6 World Climates

COUNTY PERFORMANCE OBJECTIVES

5.0 Climate

5.1 Students will demonstrate knowledge of climate and weather by selecting a correct definition of each term.

5.2 Students will explain how the tilt, angle of sun's rays and revolution causes seasonal changes.

5.3 Students will demonstrate knowledge of the role climate by identifying that plant life, animal life, and people's activities are limited by climate.

5.4 Students will identify factors which affect climate to include latitude, altitude, winds, mountains, currents, and nearness to water.

5.5 Students will identify different general climate zones by using the low, middle, and high latitudes as boundary lines.

5.6 Students will identify the different climate regions of the world.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)

Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).

Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).

Locate and describe the geographic features and political divisions of the major regions of the world. (IO-2)

Categorize and explain the climatic conditions of the major regions of the world. (IO-3)

Recognize global interdependence. (IO-7)

Explain how people impact their physical environment. (IO-8)

Explain geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: GEOGRAPHY

UNIT: FIVE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Synthesize information and ideas from conflicting sources. (A-1015)

Describe the relationship of the sun to the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle and the Antarctic Circle. (C-1047)

Explain how elevation, ocean currents and location affect climate. (C-1050)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 3 (p. 38-50)

COURSE: GEOGRAPHY

UNIT: SIX

COUNTY COURSE OUTLINE

6.0 Population

- 6.1 Definition
- 6.2 Distribution
  - 6.2.1 Dense
  - 6.2.2 Sparse
  - 6.2.3 Uneven
- 6.3 Effects of Technology/Environment
- 6.4 Standard of Living
- 6.5 Growth Rate
- 6.6 Changes

COUNTY PERFORMANCE OBJECTIVES

6.0 Population

6.1 Students will identify the definition of population as the total number of people in a country or region.

6.2 Students will demonstrate knowledge of the relationship between population and distribution by:
(1) identifying dense population;
(2) identifying sparse population; and
(3) identifying that the world-wide distribution of of people is uneven.

6.3 Students will identify technology and environment as factors which determine how many people live in an area.

6.4 Students will define the term standard of living.

6.5 Students will define the term "population growth rate."

6.6 Students will list the factors which contribute to changes in population growth.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)

Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).

Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance

Standard: Reading - F26).
Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance standard: Mathematics - U146).

Locate and describe the geographic features and political divisions of the major regions of the world. (IO-2)

Understand the relationship of environment to the development of culture. (IO-5)

Explain global interdependence. (IO-7)
Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).

Explain how people impact their physical environment. (IO-8)

Explain geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)
Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

COURSE: GEOGRAPHY

UNIT: SIX

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Identify the interdependent networks (political, economic, social, military, ecological and technological) which link the United States and other Nations. (E-1093)

Recognize ways in which specific rapid changes in technology impact upon society. (H-1171)

Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies. (H-1173)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 26 (p. 434-454)

COURSE: GEOGRAPHY

UNIT: SEVEN

COUNTY COURSE OBJECTIVES

7.0 Florida

- 7.1 Physical Features
  - 7.1.1 Water Boundaries
  - 7.1.2 Cities, Waterways, Linkage
- 7.2 Resources
- 7.3 Economy

COUNTY PERFORMANCE OBJECTIVES

7.0 Florida

7.1 Students will demonstrate knowledge of the physical features of Florida by:
(1) identifying the water boundaries; and
(2) locating on a map of Florida the major cities, waterways, and transportation linkages.

7.2 Students will identify the natural resources of Florida.

7.3 Students will identify the major factors of Florida's economy.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)

- Locate a point on a highway map (Minimum Student Performance Standard: Mathematics - U147).
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Explain the relationship between economic development and utilization and conservation of natural resources. (IO-6)

- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).

Explain global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).

Explain how people impact their physical environment. (IO-8)

Explain geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ tudy, critical thinking, and decision-making skills. (IO-10)

- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

COURSE: GEOGRAPHY

UNIT: SEVEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Describe a potential business and explain how natural resources, labor, capital goods and entrepreneruial skills would be involved in its operation. (D-1064)

Identify how changes in the level of capital investment affect productivity and employment. (D-1068)

Recognize ways in which specific rapid changes in technology impact upon society. (H-1171)

Evaluate the affects of social and economic actions on science and technology. (H-1172)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Teacher Resource Materials

COURSE: GEOGRAPHY

UNIT: EIGHT

COUNTY COURSE OUTLINE

8.0 United States and Canada

- 8.1 Physical Features
  - 8.1.1 Boundaries
  - 8.1.2 Locations
  - 8.1.3 Topography/landforms
  - 8.1.4 Major River Systems
  - 8.1.5 Climate
- 8.2 Resources
  - 8.2.1 Regional
  - 8.2.2 Conservation
- 8.3 Population
  - 8.3.1 Diversity
  - 8.3.2 Uneven Distribution
- 8.4 Economy
  - 8.4.1 Manufacturing
  - 8.4.2 Agriculture
  - 8.4.3 Service Industries
  - 8.4.4 Imports and Exports
- 8.5 Government
  - 8.5.1 Branches of Government
  - 8.5.2 Comparison of Governments

COUNTY PERFORMANCE OBJECTIVES

8.0 United States and Canada

8.1 Students will demonstrate knowledge of the physical features of North America and Canada by:

(1) identifying on a map of North America the water boundaries;

(2) locating on a map the states, provinces and major cities;

(3) locating and identifying on a map topographical features of the United States and Canada including the Rocky Mountains, Appalachian Mountains, Great Plains, Continental Divide, and Canadian Shield;

(4) locating on a map of North America the Mississippi and St. Lawrence Rivers and identifying them as major transportation and drainage systems; and

(5) identifying the major climates of the United States and Canada.

8.2 Students will demonstrate knowledge of resources in the United States and Canada by:

(1) selecting diversity of natural resources as a reason for the United States becoming a world manufacturing center; and

(2) explaining why conservation has become a national issue to the United States and Canada.

8.3 Students will demonstrate knowledge of population by:
(1) identifying immigrant groups which are a part of the United States and Canada; and
(2) explaining the reasons for uneven population distribution.

8.4 Students will understand factors of the North American economy by:
(1) identifying manufacturing as the greatest resource of wealth to the economics of the United States and Canada;
(2) demonstrate a knowledge of agriculture by identifying major farming belts;
(3) identifying the variety of service industries; and
(4) identifying the major imports and exports, and the interdependence, of North American economy.

8.5 Students will understand the government of Canada and the United States by:
8.5.1 identifying the different branches of government and their functions.
8.5.2 comparing the two governments.

DEPARTMENT OF EDUCATION OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Locate and describe the geographic features and political divisions of the major regions of the world. (IO-2)

Categorize and explain the climatic conditions of major regions of the world. (IO-3)

Understand the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Understand the relationship of environment to the development of culture. (IO-5)

Explain the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Explain global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35)
- Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
- Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Explain how people impact their physical environment. (IO-8)

Explain geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: GEOGRAPHY

UNIT: EIGHT

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify private property as the basic foundation of a free enterprise system. (A-2)

Describe some ways in which competition benefits the consumer. (A-6)

Define labor force as people employed or seeking employment. (C-10)

Define production as the creation of goods and services. (D-17)

Distinguish between a consumer good and a capital good. (D-20)

Identify the factors of production as natural resources, labor, capital, and management. (D-21)

Define capital goods as tools, equipment, machinery and buildings that are used in the production of other goods and services. (E-24)

Define profit as the reward for taking risk in business. (E-25)

Define exchange as obtaining goods and services from others in return for money, credit or other goods and services. (F-31)

Define technology as the use of tools and/or knowledge to produce goods and services. (F-32)

Define demand as the amount of goods and services that buyers are willing to buy. (G-34)

Define marketplace as a setting where goods and services are bought, sold, or traded. (G-35)

Define supply as the amount of goods or services that sellers are willing to sell. (G-36)

Name some factors which may influence the demand for a good or service. (G38)

Define price as the money value set for a good or service. (H-43)

Define consumption as the use of goods and services. (K-50)

STANDARDS OF EXCELLENCE

Describe a potential business and explain how natural resources, labor, capital goods and entrepreneruial skills would be involved in its operation. (D-1064)

Identify the techlologies, institutions, languages and beliefs which link the different peoples of the world. (E-1092)

Identify the interdependent networks (political, economic, social, military, ecological and technological) which link the United States and other nations. (E-1093)

Contrast the role of a political party in the United States with the role of political parties in other areas of the world. (G-1140)

Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems. (H-1163)

Forecast the effects of a social, political and economic change on the environment. (H-1164)

Select an environmental problem, investigate alternate solutions to that problem, select one alternate and defend that selection by the environment and society. (H-1165)

Demonstrate an understanding of the complexity of the energy issue. (H-1167)

List and describe positive and negative consequences of various energy technologies. (H-1168)

Relate geo-physical changes to social and technological problems. (H-1176)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of historical persons, events, or eras. (87)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 4 and 5 (p. 52-86)

COURSE: GEOGRAPHY

UNIT: NINE

COUNTY COURSE OUTLINE

9.0 Latin America

- 9.1 Physical Features
  - 9.1.1 Boundaries
  - 9.1.2 Locations
  - 9.1.3 Topography/landforms
  - 9.1.4 Major River Systems
  - 9.1.5 Climate
- 9.2 Resources
- 9.3 Population
  - 9.3.1 Diversity
  - 9.3.2 Uneven Distribution
- 9.4 Economy
  - 9.4.1 Manufacturing
  - 9.4.2 Agriculture
  - 9.4.3 Service Industries
  - 9.4.4 Imports and Exports
- 9.5 Government

COUNTY PERFORMANCE OBJECTIVES

9.0 Latin America

9.1 Students will demonstrate knowledge of the physical features of Latin America by:
(1) identifying the United States as the northern boundary of Latin America;
(2) locating on a map the countries and major cities of Latin America.
(3) locating on a map of Latin America the major landforms including the Atacama Desert, Baja Peninsula, Andes Mountains, Sierra Madre Mountains, and Yucatan Peninsula;
(4) identifying the major river systems of Latin America including the Amazon River, Platte River, and Orinoco River; and
(5) identifying factors which create the varied climate zones.

9.2 Students will list resources and describe the reasons for the lack of development.

9.3 Students will demonstrate knowledge of the population of Latin America by:
(1) identifying the ethnic and religious groups who influenced development; and

(2) identifying the factors that have led to uneven distribution of the population.

9.4 Students will demonstrate knowledge of the economy in Latin America by:
(1) identifying that most countries, with the exception of Brazil, have been slow to industrialize; and, explaining why so few nations have developed their industries; and
(2) listing limiting factors of agricultural development; and identifying that the economy of most countries depends on one crop;
(3) identifying the variety of service industries; and
(4) identifying the major imports and exports and their interdependence with other world regions.

9.5 Student will identify major forms of government in Latin America.

DEPARTMENT OF EDUCATION OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum student Performance Standard: Reading - F26).
Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Locate and describe the geographic features and political divisions of major regions of the world. (IO-2)

Categorize and explain the climatic conditions of major regions of the world. (IO-3)

Understanding the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Understand the relationship of environment to the development of culture. (IO-5)

Explain the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).

Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Explain global interdependence. (IO-7)
Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35)
Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Explain how people impact their physical environment. (IO-8)

Explain geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills.
Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: GEOGRAPHY

UNIT: NINE

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Identify how substitutions can be used when a resource becomes more scarce. (D-19)

Name some factors which may influence the supply of a good or service. (G-37)

Name some factors which may influence the demand for a good or service. (G-38)

STANDARDS OF EXCELLENCE

Explain the significance of specific changes from the perspective of various ethnic groups, social classes and cultures. (B-1030)

Describe a potential business and explain how natural resources, labor, capital goods and entrepreneruial skills would be involved in its operation. (D-1064)

Explain how economic conditions might affect the role of government in labor-management relations. (D-1066)

Identify the technologies, instructions, languages and beliefs which link the different peoples of the world. (E-1092)

Identify the interdependent networks (political, economic, social military, ecological and technological) which link the United States and other nations. (E-1093)

Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own. (E-1094)

Describe means of transmitting beliefs and values among family members, peer groups, and different cultures using accommodation, acculturation, assimilation, direct transmission and socialization. (F-1114)

Distinguish between civil liberties and human rights and give examples of each. (G-1132)

Contrast the role of a political party in the United States with the role of political parties in other areas of the world. (G-1140)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of historical persons, events, or eras. (87)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 6, 7 and 8 (p. 88-140)

COURSE: GEOGRAPHY

UNIT: TEN

COUNTY COURSE OUTLINE

10.0 Western Europe
- 10.1 Physical Features
  - 10.1.1 Boundaries
  - 10.1.2 Locations
  - 10.1.3 Topography/landforms
  - 10.1.4 Major River Systems
  - 10.1.5 Climate
- 10.2 Resources
  - 10.2.1 Regional
  - 10.2.2 Conservation
- 10.3 Population
  - 10.3.1 Diversity
  - 10.3.2 Uneven Distribution
- 10.4 Economy
  - 10.4.1 Manufacturing
  - 10.4.2 Agriculture
  - 10.4.3 Service Industries
  - 10.4.4 Imports and Exports
- 10.5 Government

COUNTY PERFORMANCE OBJECTIVES

10.0 Western Europe

10.1 Students will demonstrate knowledge of the physical features of Western Europe by:
- (1) identifying the major boundaries of Western Europe, including the Arctic Ocean, the Atlantic Ocean, and the Mediterranean Sea;
- (2) locating on a map the countries and cities of Western Europe;
- (3) identifying the major topographical features of Western Europe including the Alps, Pyrenees; and Apennines;
- (4) identifying and locating on a map of Western Europe the major river systems including the Thames, Danube, Rhine, Rhone, Elbe, Oder, and the Po; and;
- (5) identifying the factors which create the varied climate zones.

10.2 Students will demonstrate knowledge of resources in Western Europe by:
(1) selecting diversity of natural resources as a reason for Western Europe becoming a world manufacturing center; and
(2) explaining why conservation has become a national issue to Western Europe.

10.3 Students will demonstrate knowledge of population in Europe by:
(1) identifying various nationality groups; and
(2) indicating that most Europeans live in urban areas.

10.4 Students will be able to distinguish among the economic regions of Western Europe by:
(1) identifying factors which have helped each region develop manufacturing;
(2) identifying major crops of the regions;
(3) identifying factors which have helped each region develop its service industries; and
(4) describing the economic interdependence of Western Europe with other world regions.

10.5 Students will identify the major forms of government in Europe.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Locact and describe geographic features and political divisions of the major regions of the world. (IO-2)

Categorize and explain the climatic conditions of the major regions of the world. (IO-3)

Understanding the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Understand the relationship of environment to the development of culture. (IO-5)

Explain the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Explain global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
- Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
- Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36)
- Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
- Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Explain how people impact their physical environment. (IO-8)

Explain geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance standard: Reading F-29).

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: GEOGRAPHY

UNIT: TEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify private property as the basic foundation of a free enterprise system. (A-2)

Describe some ways in which competition benefits the consumer. (A-6)

Define labor force as people employed or seeking employment. (C-10)

Define production as the creation of goods or services. (D-17)

Identify the factors of production as natural resources, labor, capital, and management. (D-21)

Define exchange as obtaining goods and services from others in return for money, credit or other goods and services. (F-31)

Define technology as the use of tools and/or knowledge to produce goods and services. (F-32)

Define demand as the amount of goods and services that buyers are willing to buy. (G-34)

Define marketplace as a setting where goods and services are bought, sold, or traded. (G-35)

Define supply as the amount of goods or services that sellers are willing to sell. (G-36)

Define consumption as the use of goods and services. (K-50)

STANDARDS OF EXCELLENCE

Explain the historical setting of current state, national and international problems. (B-1031)

Contrast production decisions under other economic systems with the United States; mixed market economy. (D-1067)

Identify the technologies, institutions, languages and beliefs which link the different people of the world. (E-1092)

Trace the possible bases for opinions, attitudes and beliefs about social issues which differ form one's own. (E-1094)

Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community or nation and other peoples of the world. (E-1095)

Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies. (H-1173)

Relate geo-physical changes to social and technological problems. (H-1176)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of historical persons, events, or eras. (87)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 9, 10, 11 and 12 (p. 142-206)

COURSE: GEOGRAPHY

UNIT: ELEVEN

COUNTY COURSE OUTLINE

11.0 Eastern Europe/Soviet Union

- 11.1 Physical Features
  - 11.1.1 Boundaries
  - 11.1.2 Locations
  - 11.1.3 Topography/landforms
  - 11.1.4 Major River Systems
  - 11.1.5 Climate
- 11.2 Resources
- 11.3 Population
  - 11.3.1 Diversity
  - 11.3.2 Uneven Distribution
- 11.4 Economy
  - 11.4.1 Manufacturing
  - 11.4.2 Agriculture
  - 11.4.3 Imports and Exports
- 11.5 Government

COUNTY PERFORMANCE OBJECTIVES

11.0 Eastern Europe/Soviet Union

11.1 Students will demonstrate comprehension of physical features by:
- (1) locating the major boundaries of Eastern Europe and the Soviet Union;
- (2) locating on a map the countries and major cities of Eastern Europe and the Soviet Union;
- (3) identifying and locating on a map the major landforms and waterforms of Eastern Europe and the Soviet Union.
- (4) identifying the major river systems of Eastern Europe and the Soviet Union; and
- (5) identifying Eastern Europe and the Soviet Union as an area with a wide variety of climates.

11.2 Students will identify the benefits and problems of developing the natural resources of Eastern Europe and the Soviet Union.

11.3 Students will demonstrate an understanding of Eastern Europe and Soviet Union population by:
- (1) recognizing the variety of religious and ethnic groups; and
- (2) identifying the factors that have led to the uneven distribution of population.

11.4 Students will be able to distinguish the economic regions of Eastern Europe and the Soviet Union by:
(1) identifying factors which have helped each region develop manufacturing;
(2) identifying major crops of the regions and climatic factors affecting agricultural development; and
(3) describing the economic interdependence of Eastern Europe and the Soviet Union with other world regions (comecon).

11.5 Students will identify the types of government in Eastern Europe and the Soviet Union.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Locate and describe the geographic features and political divisions of the major regions of the world. (IO-2)

Categorize and explain the climatic conditions of major regions of the world. (IO-3)

Understand the relationship of environment to the development of culture. (IO-5)

Explain the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Explain global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimim Objective D-20).
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
- Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
- Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
- Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
- Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Explain geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: GEOGRAPHY

UNIT: ELEVEN

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Define production as the creation of goods or services. (D-17)

Distinguish between a consumer good and a capital good. (D-20)

Define capital goods as tools, equipment, machinery and buildings that are used in the production of other goods and services. (E-24)

Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs. (F-30)

Define marketplace as a setting where goods and services are bought, sold, or traded. (G-35)

Define suply as the amount of goods or services that sellers are willing to sell. (G-36)

Name some factors which may influence the supply of a good or service. (G-37)

Define price as the money value set for a good or service. (H-43)

STANDARDS OF EXCELLENCE

Synthesize information and ideas from conflicting sources. (A-1015)

Identify bias and how it affects explanation of data. (A-1016)

Explain the historical setting of current state, national and international problems. (B-1031)

Explain how economic conditions might affect the role of government in labor-management relations. (D-1066)

Contrast production decisions under other economic systems with the United States' mixed market economy. (D-1067)

Identify the technologies, institutions, languages and beliefs which link the different peoples of the world. (E-1092)

Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own. (E-1094)

Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community or nation and other peoples of the world. (E-1095)

Distinguish between civil liberties and human rights and give examples of each. (G-1132)

Contrast the role of a political party in the United States with the role of political parties in other areas of the world. (G-1140)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of historical persons, events, or eras. (87)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 13 and 14 (p. 208-246)

COURSE: GEOGRAPHY

UNIT: TWELVE

COUNTY COURSE OUTLINE

12.0 North Africa and the Middle East

- 12.1 Physical Features
  - 12.1.1 Boundaries
  - 12.1.2 Locations
  - 12.1.3 Topography/landforms
  - 12.1.4 Waterways
  - 12.1.5 Climate
  - 12.1.6 Crossroads
- 12.2 Resources
- 12.3 Population
  - 12.3.1 Diversity
  - 12.3.2 Uneven Distribution
- 12.4 Economy
  - 12.4.1 Manufacturing
  - 12.4.2 Agriculture
  - 12.4.3 Service Industries
  - 12.4.4 Imports and Exports
- 12.5 Culture
  - 12.5.1 Religious Groups
  - 12.5.2 Conflict
  - 12.5.3 Cradle of Major Civilizations
- 12.6 Government

COUNTY PERFORMANCE OBJECTIVE

12.0 North Africa and the Middle East

12.1 Students will demonstrate comprehensive of physical features by:

(1) locating the major geographic regions of North Africa and the Middle East;
(2) locating on a map the countries and major cities of North Africa and the Middle East;
(3) identifying and locating on a map the major landforms and waterforms of North Africa and the Middle East;
(4) identify the major waterways of North Africa and the Middle East including the Tigris, the Euphrates, and Nile Rivers, Mediterranean Sea, Red Sea, and the Suez Canal;
(5) identifying North Africa and the Middle East as area with an arid climate; and
(6) recognizing North Africa and the Middle East as the crossroads of the world.

12.2 Students will identify the benefits and problems in developing North Africa and the Middle East's natural resources.

12.3 Students will demonstrate an understanding of North Africa and Middle East's population by:
(1) identifying and locating major growth areas; and
(2) identifying the factors that have led to the uneven distribution of population.

12.4 Students will be able to distinguish between the economic regions of North Africa and the Middle East by:
(1) identifying factors which have helped each region develop manufacturing;
(2) identifying major crops of the regions and the climatic factors affecting agricultural development;
(3) identifying factors which have helped each region develop its service industries; and
(4) identifying the major export of North Africa and the Middle East as petroleum and describing the economic interdependence of North Africa and the Middle East with other world regions.

12.5 Students will be able to distinguish between the cultures of North Africa and the Middle East by:
(1) recognizing the variety of religious and ethnic groups;
(2) identifying the conflicts between those different religious and ethnic groups; and
(3) recognizing that these areas were the cradle of major ancient civilizations.

12.6 Students will identify the types of government of North Africa and the Middle East.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)

Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).

Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).

Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Locate and describe the geographic features and political divisions of the major regions of the world. (IO-2)

Categorize and explain the climatic conditions of major regions of the world. (IO-3)

Understand the relationship of environment to the development of culture. (IO-5)

Explain the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Explain global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define technology as the use of tools and/or knowledge to produce goods and serices (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34)
- Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35)
- Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
- Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Explain how people impact their physical environment. (IO-8)

Explain geographic factors which influence social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: GEOGRAPHY

UNIT: TWELVE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Identify how substitutions can be used when a resource becomes more scarce. (D-19)

Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs. (F-30)

Name some factors which may influence the supply of a good or service. (G-37)

Name some factors which may influence the demand for a good or service. (G-38)

STANDARDS OF EXCELLENCE

Identify bias and how it affects explanation of data. (A-1016)

Explain the short and long range-effects of specific changes as they relate to major state, national and world events. (B-1027)

Identify the interdependent networks (political, economic, social, military, ecological and technological) which link the United States and other nations. (E-1093)

Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems. (H-1163)

Describe the social reactions which have occurred as a result of industry's impact on the environment. (H-1166)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of historical persons, events, or eras. (87)

The student will demonstrate an understanding of the structures of functions of government. (88)

The student will demonstrate an understanding of the actions of individuals or groups in American or other societies. (89)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 15 and 16 (p. 248-280)

COURSE: GEOGRAPHY

UNIT: THIRTEEN

COUNTY COURSE OUTLINE

13.0 Africa: South of the Sahara

- 13.1 Physical Features
  - 13.1.1 Boundaries
  - 13.1.2 Locations
  - 13.1.3 Topography/landforms
  - 13.1.4 Major River Systems
  - 13.1.5 Climate
- 13.2 Resources
- 13.3 Population
  - 13.3.1 Diversity
  - 13.3.2 Uneven Distribution
- 13.4 Economy
  - 13.4.1 Manufacturing
  - 13.4.2 Agriculture
  - 13.4.3 Service Industries
  - 13.4.4 Exports and Imports
- 13.5 Government

COUNTY PERFORMANCE OBJECTIVES

13.0 Africa: South of the Sahara

13.1 Students will demonstrate comprehension of the physical features by:
(1) locating the major geographic regions of Sub-Sahara Africa;
(2) locating on a map the countries and major cities of Sub-Sahara Africa;
(3) identifying and locating on a map the major landforms and waterforms;
(4) identifying the major river systems of Sub-Sahara Africa including the Nile, Zambezi, Niger, Senegal and Zaire; and
(5) identifying Sub-Sahara Africa as an area with a variety of climates.

13.2 Students will identify the benefits and problems in developing Sub-Sahara's natural resources.

13.3 Students will demonstrate an understanding of Sub-Sahara Africa's population by:
(1) recognizing the variety of religious and ethnic groups; and
(2) identifying the factors that have led to the uneven distribution of population.

13.4 Students will be able to distinguish among the economic regions of Sub-Sahara Africa by:
(1) identifying factors which have helped regions develop manufacturing;
(2) identifying major crops of the regions and climatic factors effecting agricultural development;
(3) identifying factors which have helped regions develop their service industries; and
(4) identifying the major imports and exports of Sub-Sahara Africa and describing it's interdependence with other world regions.

13.5 Students will identify the types of government in Sub-Sahara Africa.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading-F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Locate and describe the geographic features and political divisions of the major regions of the world. (IO-2)

Categorize and explain the climatic conditions of major regions of the world. (IO-3)

Understanding the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Understand the relationship of environment to the development of culture. (IO-5)

Explain the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Explain global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
- Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
- Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
- Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
- Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Explain how people impact their physical environment. (IO-8)

Explain geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: GEOGRAPHY

UNIT: THIRTEEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs. (F-30)

STANDARDS OF EXCELLENCE

Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own. (E-1094)

Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community or nation and other peoples of the world. (E-1095)

Describe the social reactions which have occurred as a result of industry's impact on the environment. (H-1166)

Evaluate ways in which natural resource have been allocated, utilized and conserved in the community, regions, the nation and in other societies. (1173)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the actions of individuals or groups in American or other societies. (89)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 17, 18 and 19 (p. 282-326)

COURSE: GEOGRAPHY

UNIT: FOURTEEN

COUNTY COURSE OUTLINE

14.0 South and East Asia

- 14.1 Physical Features
  - 14.1.1 Boundaries
  - 14.1.2 Locations
  - 14.1.3 Topography/landforms
  - 14.1.4 Major River Systems
  - 14.1.5 Climate
- 14.2 Resources
- 14.3 Population
  - 14.3.1 Diversity
  - 14.3.2 Uneven Distribution
- 14.4 Economy
  - 14.4.1 Manufacturing
  - 14.4.2 Agriculture
  - 14.4.3 Service Industries
  - 14.4.4 Imports and Exports
- 14.5 Government

COUNTY PERFORMANCE OBJECTIVES

14.0 South and East Asia

14.1 Student will demonstrate comprehension of physical features by:
- (1) locating the major geographic regions of South amd East Asia;
- (2) locating on a map the countries and major cities of South and East Asia;
- (3) identifying and locating on a map the major landforms and waterforms;
- (4) identifying and locating on a map of Asia the major river systems, including the Yangtze, Hwang Hoi, Ganges, Indus, Mekong, and Irrawaddy;
- (5) identifying Asia as an area with a wide variety of climates; and identifying the Himalaya Mountains and monsoons as major influences on its climate.

14.2 Students will identify the benefits and problems of developing South and East Asia's natural resources.

14.3 Students will demonstrate an understanding of South and East Asia's population by:
- (1) recognizing the variety of religious and ethnic groups; and

(2) identifying the factors that have led to the uneven distribution of population.

14.4 Students will be able to distinguish among the economic regions of South and East Asia by:
(1) identifying factors which have helped each region develop manufacturing;
(2) identifying major crops of the regions and climatic factors effecting agriculture development;
(3) identifying factors which have helped each region develop its service industires; and
(4) identifying the major imports and exports of South and East Asia and describing the economic interdependence of South Asia and East Asia with other world regions.

14.5 Students will identify the types of government in South and East Asia.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard; Reading - F25).
Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Locate and describe the geographic features and political divisions of the major regions of the world. (IO-2)

Categorize and explain the climatic conditions of major regions of the world. (IO-3)

Understanding the relationship between the forces and processes of nature and the various physical/environmental conditions on the earth. (IO-4)

Understand the relationship of environment to the development of culture. (IO-5)

Explain the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
Identify the factors of production as natural resources, labor, capital, and management (Free Enterprises and Consumer Education Minimum Objective D-21).
Identify why scarcity requires choices (Free Enter-Prise and Consumer Education Minimum Objective D-14).

Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Explain global interdependence. (IO-7)

Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).

Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).

Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).

Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).

Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).

Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).

Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).

Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Explain how people impact their physical environment. (IO-8)

Explain geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)

Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: GEOGRAPHY

UNIT: FOURTEEN

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Identify how substitutions can be used when a resource becomes more scarce. (D-19)

Distinguish between a consumer good and a capital good. (D-20)

Define profit as the reward for taking risk in business. (E-25)

Define supply as the amount of goods or services that sellers are willing to sell. (G-36)

Name some factors which may influence the supply of a good or service. (G-37)

STANDARDS OF EXCELLENCE

Explain the short and long range-effects of specific changes as they relate to major state, national and world events. (B-1027)

Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures. (B-1030)

Explain the historical setting of current state, national and international problems. (B-1031)

Identify the technologies, institutions, languages and beliefs which link the different peoples of the world. (E-1092)

Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems. (H-1163)

Describe the social reactions which have occurred as a result of industry's impact on the environment. (H-1166)

Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies. (H-1173)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of historical persons, events, or eras. (87)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 20, 21, 22 and 23 (p. 328-388)

COURSE: GEOGRAPHY

UNIT: FIFTEEN

COUNTY COURSE OUTLINE

15.0 Oceania and Australia

- 15.1 Physical Features
  - 15.1.1 Boundaries
  - 15.1.2 Locations
  - 15.1.3 Topography
  - 15.1.4 Climate
- 15.2 Resources
- 15.3 Population
  - 15.3.1 Diversity
  - 15.3.2 Uneven Distribution
- 15.4 Economy
  - 15.4.1 Manufacturing
  - 15.4.2 Agriculture
  - 15.4.3 Service Industries
  - 15.4.4 Imports and Exports
- 15.5 Government

COUNTY PERFORMANCE OBJECTIVES

15.0 Oceania and Australia

15.1 Students will demonstrate comprehension of physical features by:
- (1) locating the major geographic regions of Oceania and Australia;
- (2) locating on a map the countries and major cities of: Australia, New Guinea, New Zealand, Polynesia, Melanesia, and Micronesia;
- (3) identifying and locating on a map the major landforms and waterforms; and
- (4) identifying Oceania and Australia as an area with a wide variety of climates.

15.2 Students will identify the resources in Oceania and Australia.

15.3 Students will demonstrate an understanding of Oceania's and Australia's population by:
- (1) recognizing the variety of religious and ethnic groups; and
- (2) identifying the factors that have led to the uneven distribution of population.

15.4 Students will be able to distinguish among the economic regions of Oceania and Australia by:
- (1) identifying factors which have helped each region develop manufacturing;

(2) identifying major crops of the regions and the climatic factors affecting agricultural development;
(3) identifying factors which have helped each region develop its service industries; and
(4) identifying the exports and imports of Oceania and Australia and describing the economic interdependence of the region with other world regions.

15.5 Students will identify the types of government of Oceania and Australia.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Locate and describe geographic features and political divisions of major regions of the world. (IO-2)

Categorize and explain the climatic conditions of major regions of the world. (IO-3)

Understand the relationship of environment to the development of culture. (IO-5)

Explain the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Explain global interdependence. (IO-7)
- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).

Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
Define supply as the amount of goods or services that sellers ae willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Explain how people impact their physical environment. (IO-8)

Explain geographic factors which influence major social, economic, and political situations in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills.
Distinguish between facts and opinions in a paragraph Minimum Student Performance Standard: Reading E-23).
Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: GEOGRAPHY

UNIT: FIFTEEN

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

Identify private property as the basic foundation of a free enterprise system. (A-2)

Describe some ways in which competition benefits the consumer. (A-6)

Define labor force as people employed or seeking employment. (C-10)

Define exchange as obtaining goods and services from others in return for money, credit or other goods and services. (F-31)

Define technology as the use of tools and/or knowledge to produce goods and services. (F-32)

Name some factors which may influence the supply of a good or service. (G-37)

Define consumption as the use of goods and services. (K-50)

STANDARDS OF EXCELLENCE

Explain the short and long range-effects of specific changes as they relate to major state, national and world events. (B-1027)

Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures. (B-1030)

Explain the historical setting of current state, national and international problems. (B-1031)

Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences. (C-1046)

Use examples to compare and contrast common forms of credit. (D-1075)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of historical persons, events, or eras. (87)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 24 and 25 (p. 390-432)

The Margaret K. Reynolds Building

ADVANCED

GEOGRAPHY

BEST COPY AVAILABLE

GRADE 7

COURSE TITLE

COURSE CODE NUMBER	2103020
COURSE TITLE	Advanced Geography
INSTRUCTIONAL LEVEL	Advanced
GRADE LEVEL	7th
CREDIT	One
LENGTH OF COURSE	Year
TEXTBOOK	WORLD GEOGRAPHY: PEOPLE AND PLACES Hunkins, Francis P. and Armstrong, David G., (Columbus, Ohio: Charles Merrill Publishing Co., 1984)

COURSE OUTLINE

ADVANCED GEOGRAPHY

1.0 Foundation of Geography

- 1.1 Definition
- 1.2 Scientific Approach
  - 1.2.1 Facts
  - 1.2.2 Hypotheses
  - 1.2.3 Theories
  - 1.2.4 Laws
- 1.3 Spatial Interaction
- 1.4 Areal Differentiation
  - 1.4.1 Physical Geography
  - 1.4.2 Cultural Geography
  - 1.4.3 Economic Geography
- 1.5 Kinds of Geographers
  - 1.5.1 Cartographer
  - 1.5.2 Demographer
  - 1.5.3 Economic
  - 1.5.4 Urban

2.0 Tools of the Geographer

- 2.1 Globe
  - 2.1.1 Definition
  - 2.1.2 Most accurate tool
  - 2.1.3 Locate major points/parts
- 2.2 Map Projections
  - 2.2.1 Definition
  - 2.2.2 Distortion
  - 2.2.3 Mercator/Mollweide
- 2.3 Data
  - 2.3.1 Graphs
  - 2.3.2 Charts, tables
  - 2.3.3 Photographs/illustrations
- 2.4 Newspaper
  - 2.4.1 Purpose
  - 2.4.2 Organization
  - 2.4.3 Writers
  - 2.4.4 Editorial page
  - 2.4.5 Article

3.0 Map Study Skills

- 3.1 Kinds of Maps
  - 3.1.1 Political
  - 3.1.2 Physical
  - 3.1.3 Special purpose maps
- 3.2 Map Reading
  - 3.2.1 Directions
  - 3.2.2 Legend
  - 3.2.3 Scale
  - 3.2.4 Equator/Prime Meridian
  - 3.2.5 Latitude/longitude
  - 3.2.6 Measurement
  - 3.2.7 Latitude/longitude coordinates

4.0 Physical Features of the Earth

- 4.1 Continents/Oceans
  - 4.1.1 Identifications
  - 4.1.2 Locations
- 4.2 Theory of Continental Drift
  - 4.2.1 Tectonic forces
  - 4.2.2 Erosional forces
  - 4.2.3 Deposition
- 4.3 Topography
  - 4.3.1 Definition
  - 4.3.2 Elevation
  - 4.3.3 Topographic relief
- 4.4 Water Forms
  - 4.4.1 Definitions
  - 4.4.2 Locations
  - 4.4.3 Parts of the Earth
- 4.5 Movements of the Earth
  - 4.5.1 Rotation: axis, day, night
  - 4.5.2 International Date Line/ time zones
  - 4.5.3 Revolution; tilt, seasons

5.0 Climate

- 5.1 Definitions
  - 5.1.1 Climate

COURSE OUTLINE

ADVANCED GEOGRAPHY

5.0 Climate

- 5.1 Definitions
  - 5.1.2 Weather
- 5.2 Role
  - 5.2.1 Limitations
  - 5.2.2 Technology
- 5.3 Factors
- 5.4 Climate zones
- 5.5 Climate regions
- 5.6 Climate vegetation regions

6.0 Population

- 6.1 Definition
- 6.2 Demographer
- 6.3 Population growth
- 6.4 Distribution
  - 6.4.1 Density
  - 6.4.2 Uneven
- 6.5 Population growth rate
- 6.6 Future problems/possible solutions

7.0 Culture

- 7.1 Definition
- 7.2 Cultural Components
- 7.3 Definition
  - 7.3.1 Cultural Diffusion
  - 7.3.2 Enculturation
  - 7.3.3 Acculturation

8.0 Florida

- 8.1 Physical Features
  - 8.1.1 Water boundaries
  - 8.1.2 Cities, waterways, linkage
- 8.2 Resources
- 8.3 Economy

9.0 Anglo-America

- 9.1 Physical Features
  - 9.1.1 Boundaries
  - 9.1.2 Locations: cities
  - 9.1.3 Topography
  - 9.1.4 Climate
  - 9.1.5 Linkage Systems
- 9.2 Natural Resources
  - 9.2.1 Regional
  - 9.2.2 Effect of Natural Resources
- 9.3 Population
  - 9.3.1 Density
  - 9.3.2 Growth Rate
- 9.4 Economy
  - 9.4.1 Manufacturing
  - 9.4.2 Service Industries
  - 9.4.3 Agriculture
  - 9.4.4 Resources: Renewable & Non-renewable
  - 9.4.5 Trade
  - 9.4.6 Problems/Solutions
- 9.5 Culture
  - 9.5.1 Diversity
  - 9.5.2 Standard of Living
- 9.6 Government
  - 9.6.1 Checks and Balances
  - 9.6.2 Parliamentary System

10.0 Latin America

- 10.1 Physical Features
  - 10.1.1 Boundaries
  - 10.1.2 Locations: Countries/ Cities
  - 10.1.3 Topography
  - 10.1.4 Climate
  - 10.1.5 Linkage Systems
- 10.2 Natural Resources
  - 10.2.1 Regional
  - 10.2.2 Effects of Natural Resources

COURSE OUTLINE

ADVANCED GEOGRAPHY

10.0 Latin America

- 10.3 Population
  - 10.3.1 Density
  - 10.3.2 Growth Rate
- 10.4 Economy
  - 10.4.1 Manufacturing
  - 10.4.2 Service Industries
  - 10.4.3 Agriculture
  - 10.4.4 Resources: Renewable and Non-renewable
  - 10.4.5 Trade
  - 10.4.6 Problems/Solutions
- 10.5 Culture
  - 10.5.1 Diversity
  - 10.5.2 Standard of Living
- 10.6 Government
  - 10.6.1 Communistic
  - 10.6.2 Dictorial
  - 10.6.3 Democratic

11.0 Europe

- 11.1 Physical Features
  - 11.1.1 Boundaries
  - 11.1.2 Locations: Countries/ Cities
  - 11.1.3 Topography
  - 11.1.4 Climate
  - 11.1.5 Linkage Systems
- 11.2 Natural Resources
  - 11.2.1 Regional
  - 11.2.2 Effects of Natural Resources
- 11.3 Population
  - 11.3.1 Density
  - 11.3.2 Growth Rate
- 11.4 Economy
  - 11.4.1 Manufacturing
  - 11.4.2 Service Industries
  - 11.4.3 Agriculture
  - 11.4.4 Resources: Renewable and Non-renewable
  - 11.4.5 Trade
  - 11.4.6 Problems/Solutions
- 11.5 Culture
  - 11.5.1 Diversity
  - 11.5.2 Standard of Living
- 11.6 Government
  - 11.6.1 Parliamentary
  - 11.6.2 Socialistic
  - 11.6.3 Monarchy

12.0 Eastern Europe/Soviet Union

- 12.1 Physical Features
  - 12.1.1 Boundaries
  - 12.1.2 Locations: Countries/ Cities
  - 12.1.3 Topography
  - 12.1.4 Climate
  - 12.1.5 Linkage Systems
- 12.2 Natural Resources
  - 12.2.1 Regional
  - 12.2.2 Effects of Natural Resources
- 12.3 Population
  - 12.3.1 Density
  - 12.3.2 Growth Rate
- 12.4 Economy
  - 12.4.1 Restrictive Political Climate
  - 12.4.2 Manufacturing
  - 12.4.3 Service Industries
  - 12.4.4 Agriculture: State and Collective Farms
  - 12.4.5 Resources: Renewable and Non-renewable
  - 12.4.6 Trade
  - 12.4.7 Effects of Climate
  - 12.4.8 Problems/Solutions

ADVANCED GEOGRAPHY

12.0 Eastern Europe/Soviet Union

- 12.5 Culture
  - 12.5.1 Diversity
  - 12.5.2 Standard of Living
- 12.6 Government
  - 12.6.1 Communist Party
  - 12.6.2 Satellites/Communist Bloc

13.0 North Africa and the Middle East

- 13.1 Physical Features
  - 13.1.1 Boundaries
  - 13.1.2 Locations: Countries/Cities
  - 13.1.3 Topography
  - 13.1.4 Climate
  - 13.1.5 Linkage Systems
- 13.2 Natural Resources
  - 13.2.1 Regional
  - 13.2.2 Effects of Natural Resources
- 13.3 Population
  - 13.3.1 Density
  - 13.3.2 Growth Rate
- 13.4 Economy
  - 13.4.1 Manufacturing
  - 13.4.2 Service Industries
  - 13.4.3 Agriculture: Kibbutz (state)/Moshav (collective)
  - 13.4.4 Resources: Renewable and Non-renewable
  - 13.4.5 Trade
  - 13.4.6 Problems/Solutions
- 13.5 Culture
  - 13.5.1 Diversity
  - 13.5.2 Standard of Living
  - 13.5.3 Conflicts: Religious and Ethnic
- 13.6 Government
  - 13.6.1 Military Dictatorship
  - 13.6.2 Monarch/Emir
  - 13.6.3 Democracy

14.0 Sub-Saharan Africa

- 14.1 Physical Features
  - 14.1.1 Boundaries
  - 14.1.2 Locations: Countries/Cities
  - 14.1.3 Topography
  - 14.1.4 Climatic/Desertification
  - 14.1.5 Linkage Systems
- 14.2 Natural Resources
  - 14.2.1 Regional
  - 14.2.2 Effects of Natural Resources
- 14.3 Population
  - 14.3.1 Density
  - 14.3.2 Growth Rate
- 14.4 Economy
  - 14.4.1 Manufacturing/Cottage Industries
  - 14.4.2 Service Industries
  - 14.4.3 Agriculture/Herdsmen
  - 14.4.4 Resources: Renewable and Non-renewable
  - 14.4.5 Trade
  - 14.4.6 Problems/Solutions
- 14.5 Culture
  - 14.5.1 Diversity
  - 14.5.2 Standard of Living
- 14.6 Government
  - 14.6.1 Tribalism vs. Nationalism
  - 14.6.2 Problems of independence from colonial powers

15.0 Asia

- 15.1 Physical Features
  - 15.1.1 Boundaries
  - 15.1.2 Locations: Countries/Cities

ADVANCED GEOGRAPHY

15.0 Asia

- 15.1 Physical Features
  - 15.1.3 Topography
  - 15.1.4 Climate
  - 15.1.5 Linkage Systems
- 15.2 Natural Resources
  - 15.2.1 Regional
  - 15.2.2 Effects of Natural Resources
- 15.3 Population
  - 15.3.1 Density
  - 15.3.2 Growth Rate
- 15.4 Economy
  - 15.4.1 Manufacturing
  - 15.4.2 Service Industries
  - 15.4.3 Agriculture
  - 15.4.4 Resources: Renewable and Non-renewable
  - 15.4.5 Trade
  - 15.4.6 Problems/Solutions
- 15.5 Culture
  - 15.5.1 Diversity
  - 15.5.2 Standard of Living
- 15.6 Government

16.0 Oceania

- 16.1 Physical Features
  - 16.1.1 Boundaries
  - 16.1.2 Locations: Countries/Cities
  - 16.1.3 Topography
  - 16.1.4 Climate
  - 16.1.5 Linkage Systems
- 16.2 Natural Resources
  - 16.2.1 Regional
  - 16.2.2 Effects of Natural Resources
- 16.3 Population
  - 16.3.1 Density
  - 16.3.2 Growth Rate
- 16.4 Economy
  - 16.4.1 Manufacturing
  - 16.4.2 Service Industries
  - 16.4.3 Agriculture/Pastoral
  - 16.4.4 Resources: Renewable and Non-renewable
  - 16.4.5 Trade
  - 16.4.6 Problems/Solutions
- 16.5 Culture
  - 16.5.1 Diversity
  - 16.5.2 Standard of Living
  - 16.5.3 Conflict
- 16.6 Government
  - 16.6.1 Trustship
  - 16.6.2 Colonial
  - 16.6.3 Independent

COURSE: ADVANCED GEOGRAPHY

UNIT: ONE

COUNTY COURSE OUTLINE

1.0 Foundation of Geography

- 1.1 Definition
- 1.2 Scientific Approach
  - 1.2.1 Facts
  - 1.2.2 Hypotheses
  - 1.2.3 Theories
  - 1.2.4 Laws
- 1.3 Spatial Interaction
- 1.4 Areal Differentiation
  - 1.4.1 Physical Geography
  - 1.4.2 Cultural Geography
  - 1.4.3 Economic Geography
- 1.5 Kinds of Geographers
  - 1.5.1 Cartographer
  - 1.5.2 Demographer
  - 1.5.3 Economic
  - 1.5.4 Urban

COUNTY PERFORMANCE OBJECTIVES

1.1 Students will demonstrate knowledge of geography by defining geography as the study of the earth and how people have adopted to its varying conditions.

1.2 Students will demonstrate knowledge of the scientific approach by:
(1) identifying a factual statement;
(2) defining a hypothesis as an educated guess;
(3) defining a theory as a hypothesis offered to be tested or invested; and,
(4) defining a law as proven statement.

1.3 Students will define spatial interaction as the study of space to place, as observed in the relationship between the factors of environment, climate, culture, and physical location.

1.4 Students will demonstrate knowledge of areal differentiation by:
(1) defining physical geography as the study of the planet earth and its place in the universe;
(2) identifying cultural geography as the study of the way people live in different environments, and
(3) identifying economic geography as the study of how people make a living from the earth and its resources.

1.5 Students will demonstrate knowledge of the kinds of geographers by:
(1) identifying a cartographer as a person who studies maps and map-making;
(2) selecting population and the causes and effects of population as the major concerns of a demographer;
(3) identifying an economic geographer as one who would study such things as trade between countries and,
(4) identifying an urban geographer as one concerned with kinds, location, and growth of cities.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, charts, graphs, and other tools of geography. (IO-1)
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Analyze global interdependence. (IO-7)
- Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic, reference/study, critical thinking, and decision-making skills. (IO-10)
- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23)
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: ONE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Identify the interdependent networks (political, economic, social, military, ecological and technological) which link the United States and other nations. (E-1093)

Forecast the effects of a social, political and economic change on the environment. (H-1164)

Select an environmental problem, investigate alternate solutions to that problem, select one alternative and defend that selection by the environment and society. (H-1165)

Describe the social reactions which have occurred as a result of industry's impact on the environment. (H-1166)

Demonstrate an understanding of the complexity of the energy issue. (H-1167)

List and describe positive and negative consequences of various energy technologies. (H-1168)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 1 (pages 4-17)
Chapter 27 (pages 521-532)

COURSE: ADVANCED GEOGRAPHY

UNIT: TWO

COUNTY COURSE OUTLINE

2.0 Tools of the Geographer

- 2.1 Globe
  - 2.1.1 Definition
  - 2.1.2 Most accurate tool
  - 2.1.3 Locate major points/parts
- 2.2 Map Projections
  - 2.2.1 Definition
  - 2.2.2 Distortion
  - 2.2.3 Mercator/Mollweide
- 2.3 Data
  - 2.3.1 Graphs
  - 2.3.2 Charts, tables
  - 2.3.3 Photographs/illustrations
- 2.4 Newspaper
  - 2.4.1 Purpose
  - 2.4.2 Organization
  - 2.4.3 Writers
  - 2.4.4 Editorial page
  - 2.4.5 Article

COUNTY PERFORMANCE OBJECTIVES

2.0 Tools of the Geographer

2.1 Students will demonstrate knowledge of a globe by:
(1) defining the globe as the only true representation of the earth;
(2) identifying the globe as the most accurate tool of a geographer as far as shape, size, distances, and directions are concerned;
(3) locating and identifying on a globe the two polar regions, the equator, prime meridian, International Date Line, continents, oceans, and hemispheres.

2.2 Students will demonstrate comprehension of map projections by:
(1) identifying a map projection as depicting a portion of the earth on a flat surface;
(2) explaining that map projections distort the size and shape of land and water bodies on the earth's surface; and,
(3) contrasting a Mercator map with a Mollweide map.

2.3 Students will demonstrate proficiency in gathering data by:
(1) listing specific facts when given a line, bar, circle, or pictograph;
(2) interpreting specific facts when given a chart or table; and
(3) inferring geographical information from photographs and illustrations.

2.4 Students will comprehend the importance of the newspaper by:
(1) identifying the purpose of the newspaper as a medium that informs and influences;
(2) listing the parts of a newspaper;
(3) explaining how individual writers can influence content;
(4) describing the importance of the editorial page; and,
(5) inferring from a newspaper article the effects on the culture of a group of people when they alter their physical environment.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Compare the geographic features and political divisions of the major regions of the world. (IO-2)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)
- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: TWO

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Explain the relationship of time zones to longitude as well as to the rotation of the earth. (C-1048)

Compute time zone problems for national and international travel. (C-1049)

Explain the difference in map projections and recognize physical distortions involved in any representation of the earth other than the globe. (C-1052)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the actions of individuals or groups in American or other societies. (89)

TEXTBOOK REFERENCES

Chapter 2 (pages 18-35)

COURSE: ADVANCED GEOGRAPHY

UNIT: THREE

COUNTY COURSE OUTLINE

3.0 Map Study Skills

- 3.1 Kinds of Maps
  - 3.1.1 Political
  - 3.1.2 Physical
  - 3.1.3 Special purpose maps
- 3.2 Map Reading
  - 3.2.1 Directions
  - 3.2.2 Legend
  - 3.2.3 Scale
  - 3.2.4 Equator/Prime Meridian
  - 3.2.5 Latitude/longitude
  - 3.2.6 Measurement
  - 3.2.7 Latitude/longitude coordinates

COUNTY PERFORMANCE OBJECTIVES

3.0 Map Study Skills

3.1 Students will demonstrate knowledge of maps by:
(1) identifying a word phrase describing a political map as one that shows boundaries of countries and other political units;
(2) describing a physical map as one that shows land and water forms, and elevation; and,
(3) identifying the purpose of a map using the symbols in the map key.

3.2 Students will apply their knowledge of map reading by:
(1) identifying from a group of compass roses the one that is labeled in the generally accepted manner as to primary and secondary directions
(2) using the legend to determine the meaning of at least two symbols on a map;
(3) computing the distance between two points in both metric measurement (Kilometers) and the English system (miles);
(4) identifying the equator as 0 degrees of latitude and the prime meridian as 0 degrees of longitude;
(5) selecting the definition of latitude as a means of measuring distance north and south of the equator, and a definition of longitude as a means of measuring distance east and west of the prime meridian;
(6) using degrees (°), minutes ('), and seconds (") as units of measurement in stating latitude and longitude; and,

(7) locating at least three specific places given the longitude coordinates.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use maps, globes, charts, graphs, and other tools of geography. (IO-1)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers. (Minimum Student Performance Standard: Reading F-29).

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: THREE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Explain the relationship of time zones to longitude as well as to the rotation of the earth. (C-1048)

Compute time zone problems for national and international travel. (C-1049)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 2 (pages 18-35)

COURSE: ADVANCED GEOGRAPHY

UNIT: FOUR

COUNTY COURSE OUTLINE

4.0 Physical Features of the Earth

- 4.1 Continents/Oceans
  - 4.1.1 Identifications
  - 4.1.2 Locations
- 4.2 Theory of Continental Drift
  - 4.2.1 Tectonic forces
  - 4.2.2 Erosional forces
  - 4.2.3 Deposition
- 4.3 Topography
  - 4.3.1 Definition
  - 4.3.2 Elevation
  - 4.3.3 Topographic relief
- 4.4 Water Forms
  - 4.4.1 Definitions
  - 4.4.2 Locations
  - 4.4.3 Parts of Rivers
- 4.5 Movements of the Earth
  - 4.5.1 Rotation: axis, day, night
  - 4.5.2 International Date Line/time zones
  - 4.5.3 Revolution; tilt, seasons

COUNTY PERFORMANCE OBJECTIVES

4.0 Physical Features of the Earth

4.1 Students will demonstrate knowledge of the division of the earth into land and water areas by identifying a continent as the largest land mass and an ocean as the largest body of salt water, and by:
(1) naming the seven continents and four oceans; and,
(2) locating and identifying on a world map the continents and oceans.

4.2 Students will demonstrate knowledge of the theory of continental drift by:
(1) identifying tectonic forces as those responsible for shifts in the earth's continents; and,
(2) identifying water, glaciers, winds, and ocean currents as erosional forces that wear down the earth's surface; and,
(3) identifying the forces which deposit earth's matter.

4.3 Students will demonstrate knowledge of topography by:
(1) defining togography as the study of physical features of an area;

(2) identifying that sea level is the starting point for measuring elevation; and,
(3) defining mountains, hills, plains, and plateaus as examples of topographic relief.

4.4 Students will demonstrate knowledge of waterforms by:
(1) identifying the definitions of the following waterforms, ocean, sea, gulf, bay, lake, strait, river, tributary; and,
(2) locating oceans, seas, gulfs, bays, lakes, straits, rivers, and tributaries on a world map; and,
(3) identifying the parts of a river.

4.5 Students will demonstrate comprehension of movements of the earth by:
(1) identifying that the rotation of the earth on its axis causes day and night;
(2) explaining the use of the International Date Line and world time zones; and,
(3) relating how the tilt of the earth in its revolution around the sun affects seasons.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading-F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)
- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: FOUR

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Explain the historical setting of current state, national and international problems. (B-1031)

Relate geo-physical changes to social and technological problems. (H-1176)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 3 (pages 36-59)

COURSE: ADVANCED GEOGRAPHY

UNIT: FIVE

COUNTY COURSE OUTLINE

5.0 Climate

- 5.1 Definitions
  - 5.1.1 Climate
  - 5.1.2 Weather
- 5.2 Role
  - 5.2.1 Limitations
  - 5.2.2 Technology
- 5.3 Factors
- 5.4 Climate zones
- 5.5 Climate regions
- 5.6 Climate vegetation regions

COUNTY PERFORMANCE OBJECTIVES

5.0 Climate

5.1 Students will demonstrate knowledge of climate by defining:
(1) climate as the average conditions of weather in a region over a period of years; and,
(2) weather as how air behaves at any given place at any given moment.

5.2 Students will demonstrate knowledge of the role of climate by:
(1) stating that climate limits the lives and activities of people, as well as plant and animal life; and,
(2) predicting a problem people may encounter when they attempt to use technology to overcome limitations of climate.

5.3 Students will identify the factors (latitude, altitude, winds, mountains, currents, and location of continents) which affect climate.

5.4 When given a description of a specific climate zone, students will infer whether it is a depiction of low, middle, or high latitude.

5.5 Students will define and locate the following specific climate regions: tropical, semiarid, desert, Mediterranean, humid, subtropical, marine, continental, subarctic, tundra, polar, and high-lands.

5.6 Students will list and locate on a world map the following climate vegetation regions: forests, grasslands, desert, tundra, and highlands.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use maps, globes, charts, graphs, and other tools of geography. (IO-1)

- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Compare the climate conditions of the major regions of the world. (IO-3)

Interpret the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: FIVE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Describe the relationship of the sun to the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle and the Antarctic Circle. (C-1047)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 4 (pages 60-75)

COURSE: ADVANCED GEOGRAPHY

UNIT: SIX

COUNTY COURSE OUTLINE

6.0 Population

- 6.1 Definition
- 6.2 Demographer
- 6.3 Population growth
- 6.4 Distribution
  - 6.4.1 Density
  - 6.4.2 Uneven
- 6.5 Population growth rate
- 6.6 Future problems/possible solutions

COUNTY PERFORMANCE OBJECTIVE

6.0 Population

6.1 Students will define population as the number of people in a specific region.

6.2 Students will compile a list of problems a demographer may encounter.

6.3 Students will explain population growth in terms of birth rate, death rate, rate of natural increase, and future doubling time.

6.4 Students will demonstrate knowledge of population distribution by:
(1) identifying population density; and,
(2) identifying that the world-wide distribution of people is uneven.

6.5 Students will differentiate between a nation's rate of natural increase and its population growth rate.

6.6 Using a case study of India, students will identify two problems of continued population growth and generate possible solutions.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge of and use of maps, globes, charts, graphs, other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).

Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).

Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Understand the relationship of environment to the development of culture. (IO-5)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: SIX

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Explain the short and long range-effects of specific changes as they relate to major state, national and world events. (B-1027)

Explain the historical setting of current state, national and international problems.

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

TEXTBOOK REFERENCES

Chapter 5 (pages 76-91)

COURSE: ADVANCED GEOGRAPHY

UNIT: SEVEN

COUNTY COURSE OUTLINE

7.0 Culture
- 7.1 Definition
- 7.2 Cultural Components
- 7.3 Definition
  - 7.3.1 Cultural Diffusion
  - 7.3.2 Enculturation
  - 7.3.3 Acculturation

COUNTY PERFORMANCE OBJECTIVES

7.0 Culture

7.1 Students will define culture as a people's way of life, which is learned, not inherited.

7.2 Students will identify cultural components as philosophy, values, customs, traditions, language, and institutions.

7.3 Students will define:
(1) cultural diffusion as the spread of ideas from one culture to other cultures;
(2) enculturation as the process of people learning culture; and
(3) acculturation as the process whereby one culture is imposed upon another.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography. (IO-1)
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Understand the relationship of environment to the development of culture. (IO-5)

Analyze global interdependence. (IO-7)
- Define <u>exchange</u> as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).

Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Evaluate man's effect on his physical environment. (IO-8)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)
Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: SEVEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Identify the technologies, institutions, languages and beliefs which link the different peoples of the world. (E-1092)

Describe means of transmitting beliefs and values among family members, peer groups, and different cultures using accommodation, acculturation, assimilation, direct transmission and socialization. (F-1114)

COMPREHENSIVE TESTS OF BASIC SKILLS

TEXTBOOK REFERENCES

Chapter 6 (pages 92-107)

COURSE: ADVANCED GEOGRAPHY

UNIT: EIGHT

COUNTY COURSE OUTLINE

8.0 Florida

- 8.1 Physical Features
  - 8.1.1 water boundaries
  - 8.1.2 cities, waterways, linkage
- 8.2 Resources
- 8.3 Economy

COUNTY PERFORMANCE OBJECTIVES

8.0 Florida

- 8.1 Students will demonstrate knowledge of the physical features of Florida by:
  - (1) identifying water boundaries
  - (2) locating on a map of Florida the major cities, major waterways, and major transportation linkage.
- 8.2 Students will identify the following major resources: natural and man made.
- 8.3 Students will identify the major factors of Florida's economy.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools. (IO-1)

- Locate a point on a highway map (Minimum Student Performance Standard: Mathematics - U147).
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Interpret the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Analyze the relationship of environment to the devleopment of culture. (IO-5)

Analyze the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Recognize global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
- Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Evaluate how people impact their physical environment. (IO-8)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

COURSE: ADVANCED GEOGRAPHY

UNIT: EIGHT

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

STANDARDS OF EXCELLENCE

Describe a potential business and explain how natural resources, labor, capital goods and entrepreneruial skills would be involved in its operation. (D-1064)

Recognize ways in which specific rapid changes in technology impact upon society. (H-1171)

Evaluate the effects of social and economic actions on science and technology. (H-1172)

Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies. (H-1173)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of the structures of functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Teacher Resource Materials

COURSE: ADVANCED GEOGRAPHY

UNIT: NINE

COUNTY COURSE OUTLINE

9.0 Anglo-America

- 9.1 Physical Features
  - 9.1.1 Boundaries
  - 9.1.2 Locations: cities
  - 9.1.3 Topography
  - 9.1.4 Climate
  - 9.1.5 Linkage Systems
- 9.2 Natural Resources
  - 9.2.1 Regional
  - 9.2.2 Effect of Natural Resources
- 9.3 Population
  - 9.3.1 Density
  - 9.3.2 Growth Rate
- 9.4 Economy
  - 9.4.1 Manufacturing
  - 9.4.2 Service Industries
  - 9.4.3 Agriculture
  - 9.4.4 Resources: Renewable & Non-renewable
  - 9.4.5 Trade
  - 9.4.6 Problems/Solutions
- 9.5 Culture
  - 9.5.1 Diversity
  - 9.5.2 Standard of Living
- 9.6 Government
  - 9.6.1 Checks and Balances
  - 9.6.2 Parliamentary System

COUNTY PERFORMANCE OBJECTIVES

9.0 Anglo-America

9.1 Students will demonstrate knowledge of the physical features of the regions of the United States and Canada by:

(1) identifying the water boundaries of North America;

(2) locating on a map of North America the following places: New York, Washington, D.C., Los Angeles, Miami, Chicago, Denver, Ottawa, Toronto, Montreal, and Vancouver;

(3) locating on a map the major landforms which make up North America, including the Rocky Mountains, Appalachian Highlands, and the Great Plains.

(4) identifying the United States and Canada as regions with a wide variety of climates; and,

(5) identifying the St. Lawrence Seaway, Mississippi River, and Great Lakes as major transportation routes.

9.2 Students will analyze resources in the United States and Canada by:
(1) analyzing how the abundance of natural resources helped the United States and Canada attain a position of power in world politics and trade; and,
(2) determining two problems facing the United States and Canada concerning natural resources.

9.3 Students will analyze population patterns by:
(1) identifying and locating major growth areas;
(2) interpreting the cause and effects of growth rate.

9.4 Students will be able to distinguish among the economic regions of Anglo-America by:
(1) identifying factors which have helped each region develop manufacturing;
(2) identifying factors which have helped each region develop its service industries;
(3) identifying major crops of the regions;
(4) identifying the major renewable and non-renewable resources of the regions;
(5) describing the economic interdependence of Anglo-America with other world regions; and,
(6) identifying problems facing the Anglo-America economy and generating possible solutions.

9.5 Student will demonstrate knowledge of culture in Anglo-America by:
(1) identifying that Anglo-America is composed of many different people with different cultures;
(2) inferring from a national profile chart with urban population and literacy rates, that Anglo-America has a high standard of living.

9.6 Students will identify the types of government in Anglo-America by:
(1) analyzing the checks and balances system;
(2) analyzing the parliamentary system.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Compare the geographic features and political divisions of the major regions of the world. (IO-2)

Analyze the relationship of environment to the development of culture. (IO-5)

State the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Analyze global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
- Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
- Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
- Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
- Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Evaluate how people impact their physical environment. (IO-8)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: NINE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify private property as the basic foundation of a free enterprise system. (A-2)

Describe some ways in which competition benefits the consumer. (A-6)

Define labor force as people employed or seeking employment. (C-10)

Define production as the creation of goods or services. (D-17)

Distinguish between a consumer good and a capital good. (D-20)

Identify the factors of production as natural resources, labor, capital, and management. (D-21)

Define capital goods as tools, equipment, machinery and buildings that are used in the production of other goods and services. (E-24)

Define profit as the reward for taking risk in business. (E-25)

Define exchange as obtaining goods and services from others in return for money, credit or other goods and services. (F-31)

Define technology as the use of tools and/or knowledge to produce goods and services. (F-32)

Define demand as the amount of goods and services that buyers are willing to buy. (G-34)

Define marketplace as a setting where goods and services are bought, sold, or traded. (G-35)

Define supply as the amount of goods or services that sellers are willing to sell. (G-36)

Name some factors which may influence the demand for a good or service. (G-38)

Define price as the money value set for a good or service. (H-43)

Define consumption as the use of goods and services. (K-50)

STANDARDS OF EXCELLENCE

Explain how elevation, ocean currents and location affect climate. (C-1050)

Describe a potential business and explain how natural resources, labor, capital goods and entrepreneruial skills would be involved in its operation. (D-1064)

Explain how economic conditions might affect the role of government in labor-management relations. (D-1066)

Identify how changes in the level of capital investment affect productivity and employment. (D-1068)

Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own. (E-1094)

Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community or nation and other peoples of the world. (E-1095)

Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems. (H-1163)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 7 and 8 (pages 108-165)

COURSE: ADVANCED GEOGRAPHY

UNIT: TEN

COUNTY COURSE OUTLINE

10.0 Latin America

- 10.1 Physical Features
  - 10.1.1 Boundaries
  - 10.1.2 Locations: Countries/Cities
  - 10.1.3 Topography
  - 10.1.4 Climate
  - 10.1.5 Linkage Systems
- 10.2 Natural Resources
  - 10.2.1 Regional
  - 10.2.2 Effects of Natural Resources
- 10.3 Population
  - 10.3.1 Density
  - 10.3.2 Growth Rate
- 10.4 Economy
  - 10.4.1 Manufacturing
  - 10.4.2 Service Industries
  - 10.4.3 Agriculture
  - 10.4.4 Resources: Renewable & non-renewable
  - 10.4.5 Trade
  - 10.4.6 Problems/Solutions
- 10.5 Culture
  - 10.5.1 Diversity
  - 10.5.2 Standard of Living
- 10.6 Government
  - 10.6.1 Communistic
  - 10.6.2 Dictorial
  - 10.6.3 Democratic

COUNTY PERFORMANCE OBJECTIVES

10.0 Latin America

10.1 Students will demonstrate comprehension of physical features by:

(1) locating the major geographic regions of Latin America;
(2) locating on a map the countries and major cities of the West Indies, South and Central America;
(3) identifying and locating on a map, the major landforms and waterforms;
(4) identifying Latin America as an area with a wide variety of climates; and,
(5) identifying the major transportation linkages.

10.2 Students will analyze resources in Latin America by:
(1) analyzing how the abundance of natural resources helped Latin America attain a position of power in world politics and trade; and,
(2) determining two problems facing Latin America concerning natural resources.

10.3 Students will analyze population patterns by:
(1) identifying and locating major growth areas;
(20 interpreting the cause and effects of growth rate.

10.4 Students will be able to distinguish among the economic regions of Latin America by:
(1) identifying factors which have helped each region develop manufacturing;
(2) identifying factors which have helped each region develop its service industries;
(3) identifying major crops of the regions;
(4) identifying the major renewable and non-renewable resources of the regions;
(5) describing the economic interdependence of Latin America with other world regions;
(6) identifying problems facing the Latin America economy and generating possible solutions.

10.5 Students will demonstrate knowledge of culture in Latin America by:
(1) identifying that Latin America is composed of many different people with different cultures;
(2) inferring from a national profile chart with urban population and literacy rates that Latin America has varying standards of living.

10.6 Students will identify the types of governments in Latin America by:
(1) defining Communism and identifying a communistic country;
(2) defining dictatorships and identifying a country under a dictatorship; and
(3) defining democracies and identifying a democratic country.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs (Minimum Student Performance Standard: Mathematics - U146).

Compare the geographic features and political divisions of the major regions of the world. (IO-2)

Compare the climatic conditions of the major regions of the world. (IO-3)

Interpret the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Analyze the relationship of environment to the development of culture. (IO-5)

Analyze the relationship between economic development and the utilization and conservation of natural resources. (IO-6)
- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices (Free Enterprises and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Analyze global interdependence. (IO-7)
- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).

Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Evaluate how people impact their physical environment. (IO-8)

Analyze the geographic factors which influence major social, economics, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)
Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: TEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Identify how substitutions can be used when a resource becomes more scarce. (D-19)

Name some factors which may influence the supply of a good or service. (G-37)

Name some factors which may influence the demand for a good or service. (G-38)

STANDARDS OF EXCELLENCE

Identify bias and how it affects explanation of data. (A-1016)

Explain the short and long range-effects of specific changes as they relate to major state, national and world events. (B-1027)

Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures. (B-1030)

Explain the historical setting of current state, national and international problems. (B-1031)

Explain how elevation, ocean currents and location affect climate. (C-1050)

Using a physical map, infer adaptation necessitated by the environment of a region. (C-1051)

Identify the interdependent networks (political, economic, social, military, ecological and technological) which link the United States and other nations. (E-1093)

Distinguish between civil liberties and human rights and give examples of each. (G-1132)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 9-12 (pages 166-249)

COURSE: ADVANCED GEOGRAPHY

UNIT: ELEVEN

COUNTY COURSE OUTLINE

11.0 Europe

- 11.1 Physical Features
  - 11.1.1 Boundaries
  - 11.1.2 Locations: Countries/Cities
  - 11.1.3 Topography
  - 11.1.4 Climate
  - 11.1.5 Linkage Systems
- 11.2 Natural Resources
  - 11.2.1 Regional
  - 11.2.2 Effects of Natural Resources
- 11.3 Population
  - 11.3.1 Density
  - 11.3.2 Growth Rate
- 11.4 Economy
  - 11.4.1 Manufacturing
  - 11.4.2 Service Industries
  - 11.4.3 Agriculture
  - 11.4.4 Resources: Renewable & Non-renewable
  - 11.4.5 Trade
  - 11.4.6 Problems/Solutions
- 11.5 Culture
  - 11.5.1 Diversity
  - 11.5.2 Standard of Living
- 11.6 Government
  - 11.6.1 Parliamentary
  - 11.6.2 Socialistic
  - 11.6.3 Monarchy

COUNTY PERFORMANCE OBJECTIVES

11.0 Europe

11.1 Students will demonstrate comprehension of physical features by:

(1) locating the major geographic regions of Europe;
(2) locating on a map the countries and major cities of: western, northern, and southern Europe;
(3) identifying and locating on a map the major landforms and waterforms;
(4) identifying Europe as an area with a wide variety of climates; and,
(5) identifying the major transportation linkages.

11.2 Students will analyze resources in Europe by:
(1) analyzing how the abundance of natural resources helped Europe attain a position of power in world politics and trade; and,
(2) determining problems facing Europe concerning natural resources.

11.3 Students will analyze population patterns by:
(1) identifying and locating major growth areas;
(2) interpreting the cause and effects of growth rates.

11.4 Students will be able to distinguish among the economic regions of Europe by:
(1) identifying factors which have helped each region develop manufacturing;
(2) identifying factors which have helped each region develop its service industries;
(3) identifying major crops of the regions;
(4) identifying the major renewable and non-renewable resources of the regions;
(5) describing the economic interdependence of Europe with other world regions; and,
(6) identifying problems facing Europe's economy and generating possible solutions.

11.5 Students will demonstrate knowledge of culture in Europe by:
(1) identifying that Europe is composed of many different peoples with different cultures; and,
(2) inferring from a national profile chart, urban population, and literacy rates that Europe has varying standards of living.

11.6 Students will identify the types of governments in Europe by:
(1) defining Parliamentary and identifying a Parliamentary state;
(2) defining Socialism and identifying a Socialistic state; and,
(3) defining Monarchy and identifying a country under a Monarchy.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).

Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146)).

Compare the geographic features and political divisions of the major regions of the world. (IO-2)

Compare the climate conditions of the major regions of the world. (IO-3)

Interpret the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Analyze the relationship of environment to the development of culture. (IO-5)

Analyze the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).

Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).

Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Analyze global interdependence. (IO-7)

Distinguish between a consumer good and capital good (Free Enterprise and Consumer Education Minimum Objective D-20).

Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).

Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).

Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).

Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).

Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).

Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).

Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Evaluate how people impact their physical environment. (IO-8)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: STANDARD GEOGRAPHY

UNIT: ELEVEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify private property as the basic foundation of a free enterprise system. (A-2)

Describe some ways in which competition benefits the consumer. (A-6)

Define labor force as people employed or seekng employment. (C-10)

Define production as the creation of goods or services. (D-17)

Identify the factors of production as natural resources, labor, capital, and management. (D-21)

Define exchange as obtaining goods or services from others in return for money, credit or other goods and services. (F-31)

Define technology as the use of tools and/or knowledge to produce goods and services. (F-32)

Define demand as the amount of goods and services that buyers are willing to buy. (G-34)

Define marketplace as a setting where goods and services are bought, sold, or traded. (G-35)

Define supply as the amount of goods or services that sellers are willing to sell. (G-36)

Define consumption as the use of goods and services. (K-59)

STANDARDS OF EXCELLENCE

Explain the historical setting of current state, national and international problems. (B-1031)

Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences. (C-1046)

Using a physical map, infer adaptation necessitated by the environment of a region. (C-1051)

Identify how changes in the level of capital investment affect productivity and employment. (D-1068)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the abililty to interpret maps and globes. (85)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geogrphy, economics, history, political science, and sociology.

TEXTBOOK REFERENCES

Chapters 13 and 14 (pages 250-293)

COURSE: ADVANCED GEOGRAPHY

UNIT: TWELVE

COUNTY COURSE OUTLINE

12.0 Eastern Europe/Soviet Union

- 12.1 Physical Features
  - 12.1.1 Boundaries
  - 12.1.2 Locations: Countries/Cities
  - 12.1.3 Topography
  - 12.1.4 Climate
  - 12.1.5 Linkage Systems
- 12.2 Natural Resources
  - 12.2.1 Regional
  - 12.2.2 Effects of Natural Resources
- 12.3 Population
  - 12.3.1 Density
  - 12.3.2 Growth Rate
- 12.4 Economy
  - 12.4.1 Restrictive Political Climate
  - 12.4.2 Manufacturing
  - 12.4.3 Service Industries
  - 12.4.4 Agriculture: State & Collective Farms
  - 12.4.5 Resources: Renewable & Non-renewable
  - 12.4.6 Trade
  - 12.4.7 Effects of Climate
  - 12.4.8 Problems/Solutions
- 12.5 Culture
  - 12.5.1 Diversity
  - 12.5.2 Standard of Living
- 12.6 Government
  - 12.6.1 Communist Party
  - 12.6.2 Satellites/Communist Bloc

COUNTY PERFORMANCE OBJECTIVES

12.0 Eastern Europe/Soviet Union

12.1 Students will demonstrate comprehension of physical features by:

(1) locating the major geographic regions of Eastern Europe;

(2) locating on a map the countries and major cities of: Eastern Europe and the Soviet Union;

(3) identifying and locating on a map the major landforms and waterforms;

(4) identifying Eastern Europe as an area with a wide variety of climates; and,

(5) identifying the major transportation linkages.

12.2 Students will analyze resources in Eastern Europe and Soviet Union by:
(1) analyzing how the abundance of natural resources helped Eastern Europe/Soviet Union attain a position of power in world politics and trade; and,
(2) determining problems facing Eastern Europe and the Soviet Union concerning natural resources.

12.3 Students will analyze population patterns by:
(1) identifying and locating major growth areas;
(2) interpreting the causes and effects of growth rate.

12.4 Students will demonstrate a comprehension of the economy of Eastern Europe and the Soviet Union by:
(1) recognizing the control by the government;
(2) identifying factors which have helped each region develop manufacturing;
(3) identifying factors which have helped each region develop its service industries;
(4) recognizing that agriculture is produced on state and collective farms;
(5) identifying the major renewable and non-renewable resources of the regions;
(6) describing the economic interdependence of Eastern Europe/Soviet Union's economy with other world regions;
(7) identifying the varied climate zones and the effects of climate on the economy.
(8) identifying problems facing Eastern Europe's and the Soviet Union's economy and generating possible solutions; and,

12.5 Students will demonstrate knowledge of cultures in Eastern Europe and the Soviet Union by:
(1) identifying that Eastern Europe/Soviet Union are composed of many different people with different cultures and religions;
(2) inferring from a national profile chart with urban population and literacy rates that Eastern Europe/Soviet Union have a low standard of living.

12.6 Students will understand the concept of the communist government by:
(1) analyzing the structure of the communist party;
(2) understanding the relationship of the satellite countries to the Soviet Union.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)

- Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
- Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
- Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Compare the geographic features and political division of the major regions of the world. (IO-2)

Compare the climate conditions of the major regions of the world. (IO-3)

Interpret the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Analyze the relationship of environment to the development of culture. (IO-5)

Analyze the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Analyze global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define <u>exchange</u> as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define <u>technology</u> as the use of tools and/or knowledge to produce goods and service (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define <u>demand</u> as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34)

Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Evaluate how people impact their physical environment. (IO-8)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/study, critical thinking, and decision-making skills. (IO-10)

Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directoreis, and newspapers (Minimum Student Performance Standard: Reading F-29).
Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: TWELVE

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Define production as the creation of goods or services. (D-17)

Distinguish between a consumer good and a capital good. (D-20)

Define capital goods as tools, equipment, machinery and buildings that are used in the productions of other goods and services. (E-24)

Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs. (F-30)

Define marketplace as a setting where goods and services are bought, sold, or traded. (G-35)

Define supply as the amount of goods or services that sellers are willing to sell. (G-36)

Name some factors which may influence the supply of a good or service. (G-37)

Define price as the money value set for a good or service. (H-43)

STANDARDS OF EXCELLENCES

Contrast production decisions under other economic systems with the United States' mixed market economy. (D-1067)

Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community or nation and other peoples of the world. (E-1095)

Describe means of transmitting beliefs and values among family members, peer groups, and different cultures using accommodation, acculturation, assimilation, direct transmission and socialization. (F-1114)

Distinguish between civil liberties and human rights and give examples of each. (G-1132)

Contrast the role of a political party in the United States with the role of political parties in other areas of the world. (G-1140)

Analyze the impact of technology on science and society. (H-1175)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of historical persons, events, or eras. (87)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 15 and 16 (pages 294-335)

COURSE: ADVANCED GEOGRAPHY

UNIT: THIRTEEN

COUNTY COURSE OUTLINE

13.0 North Africa and the Middle East

- 13.1 Physical Features
  - 13.1.1 Boundaries
  - 13.1.2 Locations: Countries/Cities
  - 13.1.3 Topography
  - 13.1.4 Climate
  - 13.1.5 Linkage Systems
- 13.2 Natural Resources
  - 13.2.1 Regional
  - 13.2.2 Effects of Natural Resources
- 13.3 Population
  - 13.3.1 Density
  - 13.3.2 Growth Rate
- 13.4 Economy
  - 13.4.1 Manufacturing
  - 13.4.2 Service Industries
  - 13.4.3 Agriculture: Kibbutz (state)/Moshav (collective)
  - 13.4.4 Resources: Renewable & Non-renewable
  - 13.4.5 Trade
  - 13.4.6 Problems/Solutions
- 13.5 Culture
  - 13.5.1 Diversity
  - 13.5.2 Standard of Living
  - 13.5.3 Conflicts: Religious & Ethnic
- 13.6 Government
  - 13.6.1 Military Dictatorship
  - 13.6.2 Monarch/Emir
  - 13.6.3 Democracy

COUNTY COURSE OBJECTIVES

13.0 North Africa/Middle East

13.1 Students will demonstrate comprehension of physical features by:

(1) locating the major geographic regions of North Africa and the Middle East;

(2) locating on a map the countries and major cities of North Africa and the Middle East;

(3) identifying and locating on a map the major landforms and waterforms;

(4) identifying North Africa and the Middle East as area with an arid climate; and,

(5) identifying the major transportation linkages.

13.2 Students will analyze resources in North Africa and the Middle East by:
(1) analyzing how the abundance of petroleum has helped Africa and the Middle East attain a position of power in world politics and trade; and,
(2) determining problems facing North Africa and the Middle East concerning natural resources.

13.3 Students will analyze population patterns by:
(1) identifying and locating major growth areas;
(2) interpreting the cause and effects of growth rate.

13.4 Students will be able to distinguish among the economic regions of North Africa and the Middle East by:
(1) identifying factors which have helped each region develop manufacturing;
(2) identifying factors which have helped each region develop its service industries;
(3) identifying the major crops of the regions;
(4) identifying the major renewable and non-renewable resources of the regions;
(5) describing the economic interdependence of North Africa and the Middle East with other world regions; and,
(6) identifying problems facing North Africa and the Middle East economy and generating possible solutions.

13.5 Students will demonstrate knowledge of culture in North Africa and the Middle East by:
(1) identifying that North Africa and the Middle East are composed of many different peoples with many different cultures;
(2) inferring from a national profile chart with urban population and literacy rates that North Africa and the Middle East have a varied standard of living; and,
(3) recognizing the varied religious and ethnic groups and the ensuing problems.

13.6 Students will identify the types of government in North Africa and the Middle East by:
(1) defining military dictatorship;
(2) defining monarch/emir;
(3) defining democracy.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).

Obtain appppropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).

Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Compare the geographic features and political divisions of the major regions of the world. (IO-2)

Compare the climate conditions of the major regions of the world. (IO-3)

Interpret the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Analyze the relationship of environment to the development of culture. (IO-5)

Analyze the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).

Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).

Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Analyze global interdependence. (IO-7)

Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).

Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).

Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).

Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).

Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).

Define supply as the amount of goods and services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).

Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Evaluate how people impact their physical environment. (IO-8)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: THRITEEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Identify how substitutions can be used when a resource becomes more scarce. (D-19)

Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs. (F-30)

Name some factors which may influence the supply of a good or service. (G-37)

Name some factors which may influence the demand for a good or service. (G-38)

STANDARDS OF EXCELLENCE

Explain the historical setting of current state, national and international problems. (B-1031)

Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences. (C-1046)

Explain how elevation, ocean currents and location affect climate. (C-1050)

Recognize ways in which specific rapid changes in technology impact upon society. (H-1171)

Evaluate the effects of social and economic actions on science and technology. (G-1172)

Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies. (H-1173)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of historical persons, events, or eras. (87)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 17 and 18 (pages 336-377)

COURSE: ADVANCED GEOGRAPHY

UNIT: FOURTEEN

COUNTY COURSE OUTLINE

14.0 Sub-Saharan Africa

- 14.1 Physical Features
  - 14.1.1 Boundaries
  - 14.1.2 Locations: Countries/Cities
  - 14.1.3 Topography
  - 14.1.4 Climatic/Desertification
  - 14.1.5 Linkage Systems
- 14.2 Natural Resources
  - 14.2.1 Regional
  - 14.2.2 Effects of Natural Resources
- 14.3 Population
  - 14.3.1 Density
  - 14.3.2 Growth Rate
- 14.4 Economy
  - 14.4.1 Manufacturing/Cottage Industries
  - 14.4.2 Service Industries
  - 14.4.3 Agriculture/Herdsmen
  - 14.4.4 Resources: Renewable & Non-renewable
  - 14.4.5 Trade
  - 14.4.6 Problems/Solutions
- 14.5 Culture
  - 14.5.1 Diversity
  - 14.5.2 Standard of Living
- 14.6 Government
  - 14.6.1 Tribalism vs. Nationalism
  - 14.6.2 Problems of independence from colonial powers

COUNTY PERFORMANCE OBJECTIVES

14.0 Sub-Saharan Africa

14.1 Students will demonstrate comprehension of physical features by:

(1) locating the major geographic regions of Sub-Saharan Africa;

(2) locating on a map the countries and major cities of Eastern, Western, Central, and Southern Africa;

(3) identifying and locating on a map the major land-forms and waterforms;

(4) identifying as an area with a wide variety of climates and the problem of desertification; and,

(5) identifying the major transportation linkages.

14.2 Students will analyze resources in Sub-Saharan Africa by:
(1) analyzing how the abundance of natural resources have made Sub-Saharan Africa an area of contention;
(2) determing problems facing Sub-Saharan Africa concerning natural resources.

14.3 Students will analyze population patterns by:
(1) identifying and locating major growth areas;
(2) interpreting the cause and effects of growth rate.

14.4 Students will be able to distinguish among the economic regions of Sub-Saharan Africa by:
(1) identifying factors which have helped each region develop manufacturing cottage industries; and,
(2) identifying factors which have helped each region develop its service industires;
(3) identifying the major crops of each region and recognize the role of nomadic herdsmen;
(4) identifying the major renewable and non-renewable resources of the regions;
(5) describing the economic interdependence of Sub-Saharan Africa with other world regions; and,
(6) identifying problems facing the Sub-Saharan African economy and generating possible solutions.

14.5 Students will demonstrate knowledge of the cultures of Sub-Saharan Africa by:
(1) identifying that Sub-Saharan Africa is composed of many different peoples with many different cultures; and
(2) inferring from a national profile chart with urban population and literacy rates the varying standards of living of Sub-Saharan Africa.

14.6 Students will understand:
(1) the conflict of tribalism vs. nationalism; and,
(2) the problems of independence from colonial powers.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).

Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Compare the geographic features and political divisions of the major regions of the world. (IO-2)

Compare the climate conditions of the major regions of the world. (IO-3)

Interpret the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Analyze the relationship of environment to the development of culture. (IO-5)

Analyze the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).

Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).

Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Analyze global interdependence. (IO-7)

Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).

Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).

Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).

Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).

Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).

Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).

Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).

Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Evaluate how people impact their physical environment. (IO-8)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic, reference/ study, critical thinking, and decision-making skills. (IO-10)

Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: FOURTEEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs. (F-30)

Define exchange as obtaining goods and services from others in return for money, credit or other goods and services. (F-31)

Define marketplace as a setting where goods and services are bought, sold, or traded. (G-35)

Name some factors which may influence the demand for a good or service. (G-38)

STANDARDS OF EXCELLENCE

Explain the short and long range-effects of specific changes as they relate to major state, national and world events. (B-1027)

Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences. (C-1046)

Using a physical map, infer adaptation necessitated by the environment of a region. (C-1051)

Distinguish between civil liberties and human rights and give examples of each. (G-1132)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 19 - 21 (378-431)

COURSE: ADVANCED GEOGRAPHY

UNIT: FIFTEEN

COUNTY COURSE OUTLINE

15.0 Asia

- 15.1 Physical Features
  - 15.1.1 Boundaries
  - 15.1.2 Locations: Countries/Cities
  - 15.1.3 Topography
  - 15.1.4 Climate
  - 15.1.5 Linkage Systems
- 15.2 Natural Resources
  - 15.2.1 Regional
  - 15.2.2 Effects of Natural Resources
- 15.3 Population
  - 15.3.1 Density
  - 15.3.2 Growth Rate
- 15.4 Economy
  - 15.4.1 Manufacturing
  - 15.4.2 Service Industries
  - 15.4.3 Agriculture
  - 15.4.4 Resources: Renewable & Non-renewable
  - 15.4.5 Trade
  - 15.4.6 Problems/Solutions
- 15.5 Culture
  - 15.5.1 Diversity
  - 15.5.2 Standard of Living
- 15.6 Government

COUNTY PERFORMANCE OBJECTIVES

15.0 Asia

15.1 Students will demonstrate comprehension of physical features by:

(1) locating the major geographic regions of Asia;
(2) locating on a map the countries and major cities of: the sub-continent, insular, and Eastern Asia;
(3) identifying and locating on a map the major land-forms and waterforms;
(4) identifying Asia as an area with a wide variety of Climates; and,
(5) identifying the major transportation linkages.

15.2 Students will analyze resources in Asia by:

(1) analyzing how the abundance of natural resources helped Asia attain a position of power in world politics and trade; and,

(2) determining problems facing Asia concerning natural resources.

15.3 Students will analyze population patterns by:
(1) identifying and locating major growth areas;
(2) interpreting the cause and effects of growth rate.

15.4 Students will be able to distinguish among the economic regions of Asia by:
(1) identifying factors which have helped each region develop manufacturing;
(2) identifying factors which have helped each region develop its service industires;
(3) identifying major crops of the regions;
(4) identifying the major renewable and non-renewable resources of the regions;
(5) describing the economic interdependence of Asia with other world regions; and,
(6) identifying problems facing the Asian economy and generating possible solutions.

15.5 Students will demonstrate knowledge of culture:
(1) identifying that Asia is composed of many different peoples with many different cultures and religions;
(2) inferring from a national profile chart with urban population and literacy rates the varying standards of living in Asia.

15.6 Students will be able to identify the types of governments found in this area.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
Read or determine relationships described by bar graphs or pictogrphs (Minimum Student Performance Standard: Mathematics - U146).

Compare the geographic features and political divisions of the major regions of the world. (IO-2)

Compare the climate conditions of the major regions of the world. (IO-3)

Interpret the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Analyze the relationship of environment to the development of culture. (IO-5)

Analyze the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Analyze global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
- Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
- Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
- Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
- Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Evaluate how people impact their physical environment. (IO-8)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29).
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: FIFTEEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify why scarcity requires choices. (D-14)

Identify how substitutions can be used when a resource becomes more scarce. (D-19)

Distinguish between a consumer good and a capital good. (D-20)

Define profit as the reward for taking risk in business. (E-25)

Define supply as the amount of goods or services that sellers are willing to sell. (G-36)

Name some factors which may influence the supply of a good or service. (G-37)

STANDARDS OF EXCELLENCE

Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences. (C-1046)

Using a physical map, infer adaptation necessitated by the environment of a region. (C-1051)

Recognize ways in which specific rapid changes in technology impact upon society. (H-1171)

Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies. (H-1173)

COMPREHENSIVE TESTS IN BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of the structures of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES
Chapters 22-24 (pages 432-483)

COURSE: ADVANCED GEOGRAPHY

UNIT: SIXTEEN

COUNTY COURSE OUTLINE

16.0 Oceania

- 16.1 Physical Features
  - 16.1.1 Boundaries
  - 16.1.2 Locations: Countries/Cities
  - 16.1.3 Topography
  - 16.1.4 Climate
  - 16.1.5 Linkage Systems
- 16.2 Natural Resources
  - 16.2.1 Regional
  - 16.2.2 Effects of Natural Resources
- 16.3 Population
  - 16.3.1 Density
  - 16.3.2 Growth Rate
- 16.4 Economy
  - 16.4.1 Manufacturing
  - 16.4.2 Service Industries
  - 16.4.3 Agriculture/Pastoral
  - 16.4.4 Resources: Renewable and Non-renewable
  - 16.4.5 Trade
  - 16.4.6 Problems/Solutions
- 16.5 Culture
  - 16.5.1 Diversity
  - 16.5.2 Standard of Living
  - 16.5.3 Conflict
- 16.6 Government
  - 16.6.1 Trustship
  - 16.6.2 Colonial
  - 16.6.3 Independent

COUNTY PERFORMANCE OBJECTIVES

16.0 Oceania

16.1 Students will demonstrate comprehension of physical features by:

(1) locating the major geographic regions of Oceania;
(2) locating on a map the countries and major cities of: Australia, New Zealand, Melanesia, Micronesia, and Polynesia;
(3) identifying and locating on a map the major landforms and water forms;
(4) identifying Oceania as an area with a wide variety of climates; and,
(5) identifying the major transportation linkages.

16.2 Students will analyze resources in Oceania by:
(1) analyzing how the abundance of natural resources how the abundance of natural resources have allowed Oceania to become self-sufficient; and,
(2) determining problems facing Oceania concerning natural resources.

16.3 Students will analyze population patterns by:
(1) identifying and locating major growth areas; and,
(2) interpreting the cause and effects of growth rate.

16.4 Students will be able to distinguish among the economic regions by:
(1) identifying factors which have helped each region develop manufacturing:
(2) identifying factors which have helped each region develop its service industries;
(3) identifying major agriculture land usage of regions;
(4) identifying the major renewable and non-renewable resources of the regions;
(5) describing the economic interdependence of Oceania with other world regions; and,
(6) identifying problems facing Oceania's economy and generating solutions.

16.5 Students will demonstrate knowledge of the culture of Oceania by:
(1) identifying that Oceania is composed of many different cultures; and,
(2) inferring from a national profile chart with urban population and literacy rates the varying standards of living in Oceania.

16.6 Students will identify the types of government in Oceania by:
(1) defining trustship;
(2) defining colonial; and,
(3) defining independent.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Demonstrate knowledge and use of maps, globes, charts, graphs and other tools of geography. (IO-1)
Obtain appropriate information from pictures, maps, or signs (Minimum Student Performance Standard: Reading - F25).
Obtain appropriate information from diagrams, tables, graphs, or schedules (Minimum Student Performance Standard: Reading - F26).
Read or determine relationships described by bar graphs or pictographs (Minimum Student Performance Standard: Mathematics - U146).

Compare the geographic features and political divisions of the major regions of the world. (IO-2)

Compare the climate conditions of the major regions of the world. (IO-3)

Interpret the relationship between the forces and processes of nature and the various physical/environmental conditions on earth. (IO-4)

Analyze the relationship of environment to the development of culture. (IO-5)

Analyze the relationship between economic development and the utilization and conservation of natural resources. (IO-6)

- Identify the factors of production as natural resources, labor, capital, and management (Free Enterprise and Consumer Education Minimum Objective D-21).
- Identify why scarcity requires choices (Free Enterprise and Consumer Education Minimum Objective D-14).
- Identify how substitutions can be used when a resource becomes more scarce (Free Enterprise and Consumer Education Minimum Objective D-19).

Analyze global interdependence. (IO-7)

- Distinguish between a consumer good and a capital good (Free Enterprise and Consumer Education Minimum Objective D-20).
- Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services (Free Enterprise and Consumer Education Minimum Objective F-31).
- Define technology as the use of tools and/or knowledge to produce goods and services (Free Enterprise and Consumer Education Minimum Objective F-32).
- Define demand as the amount of goods and services that buyers are willing to buy (Free Enterprise and Consumer Education Minimum Objective G-34).
- Define marketplace as a setting where goods and services are bought, sold or traded (Free Enterprise and Consumer Education Minimum Objective G-35).
- Define supply as the amount of goods or services that sellers are willing to sell (Free Enterprise and Consumer Education Minimum Objective G-36).
- Name some factors which may influence the supply of a good or service (Free Enterprise and Consumer Education Minimum Objective G-37).
- Name some factors which may influence the demand for a good or service (Free Enterprise and Consumer Education Minimum Objective G-38).

Evaluate how people impact their physical environment. (IO-8)

Analyze the geographic factors which influence major social, economic, and political situation in the world. (IO-9)

Utilize the appropriate vocabulary, geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

- Distinguish between facts and opinions in a paragraph (Minimum Student Performance Standard: Reading E-23).
- Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26).
- Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29)
- Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16).

COURSE: ADVANCED GEOGRAPHY

UNIT: SIXTEEN

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

Identify private property as the basic foundation of a free enterprise system. (A-2)

Describe some ways in which competition benefits the consumer. (A-6)

Define labor force as people employed or seeking employment. (C-10)

Define exchange as obtaining goods and services from others in return for money, credit or other goods and services. (F-31)

Define technology as the use of tools and/or knowledge to produce goods and services. (F-32)

Name some factors which may influence the supply of a good or service. (G-37)

Define consumption as the use of goods and services. (K-50)

STANDARDS OF EXCELLENCE

Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures. (B-1030)

Explain how elevation, ocean currents and location affect climate. (C-1050)

Using a physical map, infer adptation necessitated by the environment of a region. (C-1051)

Identify the interdependent networks (political, economic, social, military, ecological and technological) which link the United States and other nations. (E-1093)

Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies. (H-1173)

COMPREHENSIVE TESTS OF BASIC SKILLS

The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes. (85)

The student will demonstrate an understanding of economic concepts, employment, technology, or commerce. (86)

The student will demonstrate an understanding of the structures or functions of government. (88)

The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology. (90)

TEXTBOOK REFERENCES

Chapters 25 - 26 (pages 484-517)